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ABSTRACT

This curriculum guide for postsecondary student development was created in response to needs expressed by business and other organizations throughout the Southwest Florida School-to-Careers Consortium.

The guide encompasses four curriculum categories: academic achievement, career development, personal and social development, and community involvement. Each of these four areas is further subdivided into general goals and attendant student outcomes. Activities are provided as examples of the range of possible activities that can be used to meet any particular outcome or goal. A reference section accompanies the guide. The curriculum content is organized in the following eight sections, with course content suitable for postsecondary students: (1) introduction and information on using the curriculum guide; (2) school-to-careers competencies; (3) correlation of sunshine state standards; (4) curriculum matrix; (5) exceptional student education adaptations; (6) evaluation; (7) character education and school-to-careers; and (8) sample activities. (KC)

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Southwest Florida

School To Careers

CONSORTIUM

ED 429 239

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COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM

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POSTSECONDARY SCHOOL

FIVE COUNTY CONSORTIUM
COMPREHENSIVE STUDENT DEVELOPMENT GUIDE
KINDERGARTEN-POSTSECONDARY

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Dr. Keith Mathews, Coordinator, Vocational Programs

COLLIER COUNTY
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Dr. David Baldaia, Interim Director
Lorenzo Walker Institute of Technology

EDISON COMMUNITY COLLEGE
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HENDRY COUNTY
Mr. Ed Upthegrove, Superintendent
Dr. Howard Berryman, Director, Applied Technology

LEE COUNTY
Dr. Bruce Harter, Superintendent
Mr. James Whittamore, Director, Technical & Career Education

PROJECT DIRECTORS		STC COORDINATORS	
Dr. Cynthia O'Hare	1997-98	Ms. Diane Christianson	1997-98
Dr. Madelyn Isaacs	1998-99	Mr. Jack Pause	1998-99

This project was funded by the Southwest Florida School-To-Careers Consortium, 1997-99.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM

VISION STATEMENT

Students recognize choices and make decisions in their personal lives, academic growth, career, and community involvement with competence and confidence.

MISSION STATEMENT

Students lead successful and productive lives because schools have incorporated a comprehensive approach to student development throughout all levels of education.

TABLE OF CONTENTS

- Introduction/Using the Curriculum Guide
- School-To-Careers Competencies
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- Curriculum Matrix
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- Evaluation
- Character Education and School-To-Careers
- Sample Activities

INTRODUCTION

This series of comprehensive student development curriculum guides were developed in response to needs expressed by business and other organizations throughout the Southwest Florida School-To-Careers Consortium, a five-county alliance that includes Charlotte, Collier, Glades, Hendry, and Lee County School Districts; Edison Community College and Florida Gulf Coast University. The grant specified that school-to-career philosophies and activities needed to be institutionalized beyond the life of any funding and that to do so would be most effective by codifying a K-Postsecondary curriculum.

Student development is most frequently and properly located under the training and responsibility of counselors, the student development specialists in educational institutions. Their training includes curriculum in career awareness, planning, and choice as well as individual development. They were thus selected as the team leaders and the majority of the writing team to develop these curriculum frameworks and guides. Other educators from related fields were also included.

The curriculum writing team represented all levels of education and all involved districts. The team consisted of the following:

Elementary School (K-5):

Team Leaders: Susan Shoemaker, Lee County
Mary Fischer, Lee County
Ann Cole, Lee County
Susan Rose, Charlotte County
Mary Lowell, Charlotte County

Middle School (6-8):

Team Leader: Sharon Zebley, Lee County
Karen David, Collier County
Anthony Lettiere, Collier County
Deborah Marsh, Charlotte County

High School (9-12):

Team Leaders: Jack Pause, Glades County
Christopher B. Smith, Collier County
Vicki Chipman, Hendry County
Janice Foster, Hendry County
Jessica Owen, Charlotte County

Post-secondary (Freshman-Senior)

Team Leaders: Dr. Lorraine Guth, Florida Gulf Coast University
Susan Potts, Edison Community College
Cheryl Lynn Dratler, Career Counselor
Russ Crawford, Lee County
Yolanda Flores, Collier County
Carolyn Gorton, Charlotte County
Nancy Iacovone, Collier County

Exceptional Student Education

Team Leader: Mary Fischer, Lee County
James Bedrava, Collier County
Christine Ford, Collier County
Richard Hollis, M.Ed., JobSmart, Inc.
Brenda Lazarus, Florida Gulf Coast University
Jessica Owen, Charlotte County
Donna Robson, Lee County

Evaluation Team:

Team Leader: Dr. Madelyn Isaacs, Florida Gulf Coast University
Jack Pause, STC Coordinator
Susan Potts, Edison Community College
Susan Shoemaker, Lee County
Lynn Thiewes, Collier County

The writing project was coordinated by:

Dr. Madelyn Isaacs, Florida Gulf Coast University
Dr. Lee O'Hare, Lee County Schools
Jack Pause, STC Coordinator

The manuscript was initially prepared by Dr. Scott Fry, Hendry County and was edited by Dr. Madelyn Isaacs, Florida Gulf Coast University. The revised

manuscript was prepared by Stacie Kidwell and edited by Dr. Madelyn Isaacs, Jack Pause, Susan Potts and Susan Shoemaker.

The process of development began with the adaptation of Florida's Student Development Program into a matrix of goals and outcomes. The program was already geared toward comprehensive student development and the infusion of school-to-work concepts and activities. Once the matrix for K-post-secondary curriculum outcomes was identified, the writing team met as a large group, divided into subgroups based on levels of experience and the need for overlap and transitions between school levels, and compiled activities for each applicable outcome in school-based, connecting, and work-based environments.

The curriculum is designed as a whole with special attention to transitions between levels. However, it is presented in sections by school level: elementary, middle, high, and post-secondary. Districts and post-secondary institutions are expected to review the total curriculum, customize it to best meet individual district/institutional needs and goals, and begin to disseminate the curriculum by training counselors and administrators in its outcomes and activities.

Each level specifies competencies presumed to exist upon student entry and exit competencies for which it would be accountable. Each curriculum section contains such a statement. This statement is followed by a chart of how the curriculum coordinates with Florida's Sunshine State Standards in Health and Social Studies. These subject areas are most often infused throughout the Student Development Domains.

USING THIS CURRICULUM GUIDE

This curriculum guide is organized into four curriculum categories: Academic Achievement (AA), Career Development (CD), Personal and Social Development (PSD), and Community Involvement (CI). Each of these four areas is further subdivided into general goals and attendant student outcomes. The curriculum categories, goals, and outcomes are designated by letter codes and numbers. Thus "CD 2.2" translates to mean Career Development Goal number 2, "Understand interrelationships among life roles and the world of work", and outcome number 2, "describe the advantages of various life role options."

For some goal and outcome areas, an "N/A" or "Not Applicable" is designated. For these, it was determined that the outcome or goal was either not applicable yet to the age/grade/developmental level or had been adequately covered previously. For information about how other levels have addressed specified outcomes, see the curriculum guides in their entirety.

Activities are meant as examples of the range of possible activities to meet any particular outcome or goal. These are listed in the appendices and copies are included in the back of the curriculum guide. It is assumed that there are many other activities already developed or to be developed which can also meet curriculum goals. A reference section accompanies each guide. Some extended reference material was adapted from Insights from the Florida Department of Education, Bureau of Career Development, and Developmental Guidance: Classroom Activities from the Center on Education and Work at the University of Wisconsin at Madison. These two curriculum guides are especially recommended although may other quality collections of activities exist and could be appropriate and useful.

This manual covers all levels of postsecondary education: vocational or technical; two year college degree programs; and four year college programs. As such it is critical to recognize that students entering any of these levels may be older and may not have experienced current student development curriculum in school. In fact, some students may not have completed high school and may be entering postsecondary study with a GED. These students will need assistance obtaining entering competencies as

specified below before they can fully benefit from this student development curriculum.

There are many similarities to the activities and expectations of student development but there are also differences in terms of time to complete programs, level of student performance, and available time to introduce activities and achieve learning objectives. Student development professionals should carefully consider the range of activities and learning objectives appropriate for the student population and program for which they are planning.

The Secretary's Commission on Achieving Necessary Competencies (SCANS)

SCANS: FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

A. *Time* - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. *Money*- Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. *Material and Facilities* - Acquires, stores, allocates, and uses materials or space efficiently
D *Human Resources* - Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. *Participates as a Member of a Team* - contributes to group effort
B. *Teaches Others New Skills*
C. *Serves Clients/Customers* - works to satisfy customers' expectations
D. *Exercises Leadership* - communicates ideas to justify position, persuades and, convinces others, responsibly challenges existing procedures and policies
E. *Negotiates* - works toward agreements involving exchange of resources, resolves divergent interests
F. *Works with Diversity* - works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. *Acquires and Evaluates Information*
B. *Organizes and Maintains Information*
C. *Interprets and Communicates Information*
D. *Uses Computers to Process information*

Systems: Understands complex inter-relationships

A. *Understands Systems* - knows how social, organizational, and technological systems work and operates effectively with them
B. *Monitors and Corrects Performance* - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
C. *Improves or Designs Systems* - suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. *Selects Technology* - chooses procedures, tools or equipment including computers and related technologies
B. *Applied Technology to Task* - Understands overall intent and proper procedures for setup and operation of equipment
C. *Maintains and Troubleshoots Equipment* - Prevents, identifies, or solves problems with equipment, including computers and other technologies

The Secretary's Commission on Achieving Necessary Skills (SCANS)

A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. *Reading* - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
B. *Writing* - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
C. *Arithmetic/Mathematics* - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
0. *Listening*- receives, attends to, interprets, and responds to verbal messages and other cues
E. *Speaking*- organizes ideas and communicates orally

Thinking Skills: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking*- generates new ideas
B. *Decision Making*- *specifies* goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
C. *Problem Solving* - recognizes problems and devises and implements plan of action
D. *Seeing Things in the Mind's Eye*- organizes, and processes symbols, pictures, graphs, objects, and other information
E. *Knowing How-to-Learn* - uses efficient learning techniques to acquire and apply new knowledge and skills
F. Reasoning- discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity

A. *Responsibility*- exerts a high level of effort and perseveres towards goal attainment
B. *Self-Esteem* - believes in own self-worth and maintains a positive view of self
C. *Sociability* - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
D. *Self-Management* - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
E. *Integrity/Honesty* - chooses ethical courses of action

Entering competencies:

Students who graduate from a high school in the 5 county service area, will enter their freshman year with the following competencies:

1. Identify, apply for, interview for and obtain employment
2. Identify and apply for financial assistance as appropriate
3. Enter a community or four year college with 4/6 year plan to facilitate transition
4. Identify life skills and plan first year out of high school life arrangements
5. Identify preliminary life plan and goals
6. Develop a financial plan

Students who are "new to the system" (i.e. Out of state students, non traditional, GED recipients) and to these in-process experiences will be provided with a packet of materials and/or orientation activities. These materials and activities were designed to help students to obtain the entering competencies.

Vocational/Technical Certificate General Competencies:

Students completing a one-to-two year vocational/technical certificate program prepared to enter the workforce will develop the following competencies:

1. Understand program and certification requirements.
2. Monitor progress toward certificate completion.
3. Clarify educational and career plans.
4. Understand program policies, procedures, and responsibilities.
5. Develop and use skills through participation in cooperative, field, and internship experiences and/or service learning.
6. Develop and use effective job search strategies.
7. Learn benefits of community involvement and connection to career goals and personal development.
8. Develop and/or solidify social and interpersonal skills.
9. Learn the value of co-curricular or extra-curricular activities.
10. Join and participate in local or regional occupational organization.
11. Clarify and learn workforce behavior, expectations and skills.
12. Develop and use skills to work on a variety of different technologies.
13. Understand complex interrelationships.

Vocational/Technical Certificate Exit Competencies:

Students completing a one-to-two year vocational/technical certificate program will be prepared to enter the workforce or continue with their education:

1. Develop an exit checklist to ensure smooth transition to certification and employment in field.
2. Develop resume and/or occupational portfolio that highlights occupational skills, certificates achieved, and awareness of job match/marketability.
3. Identify, apply for, interview for, and obtain highest level of occupational certificate.
4. Identify, apply for, interview for, and obtain highest level of employment.
5. Articulate the life skills to plan first year out of program.
6. Understand the benefits of continuing education and development.
7. Manage time and stress wisely.
8. Use community resources for upgrade training and volunteer work.
9. Join extracurricular and/or job-related organizations.
10. Identify a "career ladder" for their chosen career field.
11. Understand articulation agreements with other post-secondary institutions.
12. Complete enrollment paperwork for entrance into college.
13. Continue to develop desirable worker traits throughout career.

Freshman and Sophomore Levels

A.A. Degree General Competencies:

Students graduating with an A.A. degree or finishing the Sophomore year in a baccalaureate institution will develop the following competencies:

1. Understand degree requirements
2. Monitor academic progress
3. Clarify educational and career plans
4. Understand policies, procedures, and responsibilities
5. Understand about on and off campus resources
6. Develop effective learning strategies and techniques for college success
7. Understand benefits of community involvement and connection to career goals and personal development
8. Develop and/or solidify social and interpersonal skills
9. Understand value of joining co-curricular or extra-curricular activities
10. Understand entrance requirements for upper division level
11. Develop skills through internships, service learning, and coop experiences

A.A. Degree Exit competencies:

Students graduating with an A.A. degree or finishing the Sophomore year in a baccalaureate institution will exit with the following competencies:

1. Complete transfer applications
2. Complete scholarship and financial aid applications
3. Complete CLAST and other testing
4. Continue to monitor academic progress
5. Solidify a program of study
6. Visit upper level institution(s) to explore educational options
7. Develop plan for orientations and/or placement testing at upper level institutions
8. Develop an exit checklist to ensure smooth transition to next level
9. Identify a life plan and goals
10. Identify life skills to plan for junior year of college
11. Understand the benefits of participating in alumni activities

A.S. Degree General Competencies:

Students graduating with an A.S. degree prepared to enter the workforce will develop the following competencies:

1. Understand degree requirements
2. Monitor academic progress
3. Clarify educational and career plans
4. Understand policies, procedures, and responsibilities
5. Learn about on and off campus resources
6. Develop effective learning strategies and techniques for college success
7. Develop effective strategies for job search
8. Learn benefits of community involvement and connection to career goals and personal development
9. Develop and/or solidify social and interpersonal skills
10. Learn value of joining co-curricular or extra-curricular activities
11. Clarify and learn workforce behavior, expectations, and skills
12. Develop skills through internships, service learning, and coop experiences

A.S. Degree Exit Competencies:

Students graduating with an A.S. degree prepared to enter the workforce will exit with the following competencies:

1. Develop an exit checklist to ensure smooth transition to next level
2. Identify, apply for, interview for, and obtain employment
3. Identify life skills to plan first year out of college
4. Articulate the skills obtained for degree and have an awareness of job match/marketability
5. Identify a life plan and goals
6. Understand benefits of participating in alumni activities

Junior and Senior Levels

General Competencies:

Students who transfer with an Associate degree or continue from lower division will develop the following competencies:

1. Understand degree requirements for upper division level
2. Monitor academic progress
3. Clarify educational and career plans
4. Understand policies, procedures, and responsibilities
5. Complete scholarship and financial aid applications
6. Understand on and off campus resources
7. Develop effective learning strategies and techniques for college success
8. Understand the benefits of community involvement and connection to career goals and personal development
9. Develop and/or solidify social and interpersonal skills
10. Understand value of joining co-curricular or extra-curricular activities
11. Understand benefits of membership in professional associations
12. Understand benefits of professional presentations and publications
13. Understand entrance requirements for graduate level education

Exit competencies for Students Entering Workforce:

Students who graduate with a baccalaureate degree prepared to enter the workforce will exit with the following competencies:

1. Develop an exit checklist to ensure smooth transition to world of work
2. Identify a life plan and goals
3. Can identify, apply for, interview for, and obtain employment
4. Identify life skills to plan first year out of college
5. Articulate the skills obtained for degree and have an awareness of job match/marketability
6. Understand certification and professional licensure requirements if applicable
7. Plan and/or complete certification or professional licensure applications and/or examinations if applicable
8. Understand benefits of membership in professional associations
9. Understand benefits of professional presentations and publications

Exit Competencies for Students Entering Graduate Level Education:

Students who graduate with a baccalaureate degree prepared to enter graduate level education will exit with the following competencies:

1. Develop an exit checklist to ensure smooth transition to next educational level
2. Identify a life plan and goals
3. Understand entrance and degree requirements for graduate level education
4. Monitor academic progress
5. Clarify educational and career plans
6. Understand policies, procedures, and responsibilities
7. Visit upper level institution(s) to explore educational options
8. Complete graduate school applications
9. Apply for assistantships, fellowships, and financial aid
10. Graduate entrance testing finalized
11. Understand benefits of membership in professional associations
12. Understand benefits of professional presentations and publications

CORRELATION MATRIX BETWEEN STUDENT DEVELOPMENT DOMAINS AND GOALS AND SUNSHINE STATE STANDARDS:

COMPRHENSIVE STUDENT DEVELOPMENT CURRICULUM POST-SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
ACADEMIC ACHIEVEMENT AA 1.0 Understand and participate in a school environment.	1.1 Know school procedures in order to cooperate and take part in a shared learning environment.	Student orientation with review of catalog and handbook. (See Appendix 1.10-1.12)	N/A	Discuss employee orientation process with an employer and get a "Policies and Procedures" manual. (See Appendix 1.13)
	1.2 Demonstrate a positive transition from one academic level to another and between schools.	Internet search for post-secondary training facilities; dual enrollment; School Success Skills course (See Appendix 1.14); counseling on financial aid (See Appendix 1.15), placement testing (See Appendix 1.16) and transfer policies.	Meet with a counselor to discuss financial aid, placement testing and transfer options.	Visit a local employer and discuss "Raise and Promotion" policies.
	1.3 Demonstrate behavior that reflects positive working relationships with teachers and classmates.	Collaborative learning and group projects. Complete an "Employability Skills" self-evaluation.	N/A	Work part-time in a job assignment and have an employer complete a job evaluation.
	1.4 Describe school and teacher evaluation procedures such as progress reports, grade point average, class credits, and related subjects for graduation.	Competency checklists; progress reports, course syllabi; evaluations. (See Appendices 1.14, 1.17)	N/A	Field experience evaluations (See Appendices 1.18, 1.19).

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIS POST-SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Connecting Activities**	**Work-Based Activities**
AA 2.0 Develop Effective study skills.	2.1 Identify common study skills and habits that contribute to school success.	Attend study skills class in remedial lab; peer mentoring; tutoring services. (See Appendices 1.20, 1.21)	Work with a mentor from a related career field; be a mentor for high school student. Enroll in a Student Success Skills course.	Visit an employer and get a sample of a typical assignment that would require study skills.
	2.2 Identify and evaluate his/her study skills used in school, examining strengths and areas that need improvement.	Chart methods of studying for a test. Ask other class members to chart their study habits. Compare and discuss.	N/A	Investigate continuing education courses.
	2.3 Describe and list how study skills and habits for school success in life/and or careers.	Make a post that compares success in school with success in life and show how study skills relate.	Volunteer to be a presenter for a high school class and use the poster to discuss study skills and success.	Interview a local employer from your career field and discuss study techniques he/she uses.
	2.4 Define responsibility and how it relates to the work place and school.	Work in groups of 4 – 6 students and list types of responsibility and how they relate to work.	N/A	Interview someone who is successful in life and ask for the top ten habits he/she has developed. Shadow someone from your career field and keep a diary of their responsible actions.
AA 3.0 Develop effective time management skills. (See Appendix 1.22)	3.1 Identify time frames for completing academic tasks and assignments.	Attend a time management workshop; enroll in Student Success Skills.	Read books on time management such as The One Minute Manager or Seven Habits of Highly Effective People.	Visit a work supervisor and a manager. Review their schedule and time management techniques.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	3.2 Create a weekly organizer/schedule indicating dates and times for completion of assignments.	Develop a plan of action for academic and routine tasks.	Complete a "time study" of personal and work activities and determine where schedule can be adjusted.	Interview a supervisor or manager and discuss the meaning of work tasks that could be considered "RUSH," "ASAP," or "ROUTINE." Cite examples of each and how to manage their completion.
	3.3 Add other routine tasks to organizer/schedule.	Complete the organizer/schedule for a one-month period.	N/A	N/A
	3.4 Evaluate management of academic and routine tasks based on outcomes.	Check academic progress at midterm and end of semester.	N/A	N/A
AA 4.0 Develop effective stress management skills. (See Appendix 1.23)	4.1 Identify and list typical events and situations that are stressful in school and different stages of life.	In small, brainstorm ideas on stressful situations personal to each student. Chart on a lifeline.	Research services through EAP of an employer in your field.	Interview workers from jobs related to your major studies. Ask about areas of stress on the job.
	4.2 Cite basic skills related to and methods of coping with test anxiety and other school-related stress.	List ideas for coping with test anxiety and school stresses; attend Student Success Skills class; peer counseling.	Attend stress management seminars, personal counseling sessions, peer groups, and community support groups. (See Appendix 1.24)	Research company policies on employee assistance programs.
	4.3 Identify strategies to overcome barriers to school success.	Write a strategy for dealing with stress in your life.	Research biographies of famous people who have overcome odds and achieved success.	N/A

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
AA 5.0 Understand the importance of attitude on the job and toward academic achievement. Learn to deal with all personality types. (See Appendix 1.25	5.1 Understand desirable behavior types.	Attend motivational workshops; peer groups; extracurricular activities; and student development workshops. (See Appendix 1.30)	Join one club or organization related to career major. Attend a regular meeting of a professional organization. Interview a member of a professional organization. (See Appendix 1.30)	Obtain information on professional affiliations. Obtain information on local employer incentive programs.
	5.2 Recognize peer pressure in terms of school success.	N/A	N/A	N/A
	5.3 Learn about different personality types one faces in school and on the job.	N/A	N/A	N/A
AA 6.0 Develop interpersonal and communication skills for successful learning. (See Appendix 1.26)	6.1 Identify and demonstrate interpersonal skills related to building positive working relationships with others	Enroll in a speech communications class or workshop. (See Appendix 1.27)	Volunteer to participate in a speakers bureau activity at a local school. Actively participate and seek leadership role in a student organization.	N/A
	6.2 Describe the role of an effective group participant and take an active part in cooperative learning activities and projects.	Instruction in effective group leadership and team work. Participate in group projects.	Be a leader for a community project.	Participate in a project with a local employer.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX
POST SECONDARY LEVEL (Vocational-Technical)

Student Development	School-Based Outcomes	School-Based Activities	Linking Activities	Work-Based Activities
	6.3 Compliment and confront other regarding their actions related to academic achievement.	Write a congratulatory letter to a peer who has been successful.	Write a sample letter of recommendation for a peer.	Interview a supervisor and have a list of questions on how positive actions motivate better than negative actions.
	6.4 Demonstrate effective listening in an academic activity.	Take a class on effecting listening.	Take notes and outline a speech given in church or community setting, on television, or at a professional meeting.	Attend a company seminar and take notes.
AA 7.0 Assess self and school success skills. (See Appendices 1.14, 1.28)	7.1 List and describe learning behaviors related to achievement.	Attend student orientation; review student handbook; take a course in Student Success Skills.	List all strengths and weaknesses related to achievement. Have conferences with teacher and career counselor.	Spend a few hours "shadowing" an employee in your career field. Evaluate his/her learning behaviors and compare your own.
	7.2 Assess own strengths regarding classroom learning behaviors.	N/A	Assess list and write an action plan for increasing positive behaviors and decreasing negative behaviors.	N/A
	7.3 Identify weaknesses regarding learning behaviors.	N/A	Assess list and write an action plan for increasing positive behaviors and decreasing negative behaviors.	N/A
AA 8.0 Set academic goals and make decisions that help attain those goals. (See Appendices 1.29, 1.30)	8.1 Identify short-and long-term academic goals.	Write down short and long term goals for school and life.	Share your goals with a friend, family, or employer.	Interview an employee in your field to determine their goals and what their plan was to achieve them.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	8.2 Select course and other academic experiences that are consistent with goals.	Design academic path that leads to graduation; counseling session with advisor.	N/A	Ask an employer to share their five-year plan.
	8.3 Organize and record a goal setting plan that maps out all courses that lead to graduation. Include a time line.	Read Seven Habits of Highly Effective People and set goals in all seven areas.	Share these seven goal areas with an employer or employee in your field.	Ask an employer to share their company's five-year plan.
	8.4 Monitor progresses toward goals and adjust plan when necessary.	Evaluate your plan every month and adjust when necessary. Establish a reward that would be personally satisfying to the student.	N/A	Look over report from number one and write a summary of the obstacles this person had to overcome and what adjustments she/he made. Ask how the company monitors the plan.
CAREER DEVELOPMENT CD 1.0 Acquire self-knowledge and develop a positive, stable, integrated self-concept as related to career problem solving and decision making.	1.1 Demonstrate positive characteristics as seen by other and oneself.	Each student will create a "feel good bag" and tape it up in the classroom. Students will write positive comments about each other and place them in the appropriate bag.	Have friends write a list of your positive characteristics and find commonalities with others.	Make a list of positive comments make by employers, co-workers and customers.
	1.2 Demonstrate behaviors that reflect a positive attitude about himself/herself in work-related activities.	Review progress reports and get input for improving areas in need of growth.	Join a vocational club on campus; participate in community activities.	Join a trade organization or professional club.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	1.3 Describe individual strengths and weaknesses in school subjects, leisure, and work-related activities.	Put together a collage (pictures and words); make a list of five things that need improvement.	N/A	Make a list of strengths and areas of growth at work; summarize how it affects performance.
	1.4 Identify his/her personal interests, abilities, values and beliefs related to career choice.	Complete interest, aptitude and value inventories. (See Appendices 2.11, 2.12, 2.13)	N/A	Have a co-worker summarize areas of motivation for why he/she works.
	1.5 Explain the relationship between work-related behavior and self-concept.	As a group brainstorm and report on "Reasons Why People Work."	Have a friend list five reasons why they work.	Compare the characteristics of two long time employees in a company, one should be upper management.
	1.6 Explain how individual characteristics relate to achieving personal, social, educational and career goals.	Read biographies on two famous people; write an essay on how personality influenced their achievement.	Observe two school, community or business leaders while working and observe what characteristics they have in common with each other.	Interview a person employed in chosen occupation—What academic, personal and general skills were needed to enter the profession?
	1.7 Describe strengths and weaknesses in relationship to future educational or training requirements.	Identify learning style; identify strategies to compensate for weak areas.	N/A	N/A
CD 2.0 Understand interrelationships among life roles and the world of work.	2.1 Describe the importance of career, family, and leisure activities to mental, emotional, physical, and emotional well being.	Look at how time is spend daily; describe lifestyle and impact on well being. (See Appendix 1.22)	N/A	N/A

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	2.2 Describe the advantages and disadvantages of various life role options.	Describe ideal lifestyle and advantages and disadvantages.	N/A	N/A
	2.3 Describe factors that determine lifestyles (e.g. socioeconomic status, culture, values, and occupational choices, work habits).	Compare the lifestyles of individuals in distinct occupations.	View a television program and compare the lifestyles of two characters.	List five ways in which your job contributes to your well being.
	2.4 Describe the contribution of work to a balanced life.	Describe feelings evoked after a productive day.	N/A	N/A
	2.5 Describe ways in which work, family, leisure and spiritual life are interrelated and integrated into his/her life journey.	Identify one life goal in each area—Summarize how they are interrelated.	N/A	Volunteer at a work site to expand on skills.
	2.6 Describe ways that leisure contributes to development of occupational skills and job performance.	List favorite hobbies and skills needed to perform them.	Join an interest or hobby club; volunteer teaching younger kids a hobby.	N/A (NOTE: For activities involving employer or employee interviews, see appendix 2.10)
CD 3.0 Acquire educational and occupational knowledge; Attain awareness of personal development and lifelong learning as related to productive meaningful work.	3.1 Describe how current learning relates to work.	Evaluate current learning and identify jobs where they can utilize learning.	Evaluate the impact of learning on home life.	Conduct a job informational interview.
	3.2 Describe the relationship of personal attitude, beliefs, abilities, and skills to become successful at work.	Visualize the best teacher ever and describe characteristics that made him/her successful.	Review the biography of Sam Walton or other famous entrepreneur.	Interview an employer on what make a successful employee.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	3.3 Explain the importance of personal maintenance skills and positive attitudes to job success.	Evaluate personal appearance and grooming habits.	Get a makeover at a salon or day spa.	Observe people at work—how does appearance correlate to success?
	3.4 Identify strategies for managing personal resources (e.g. money, personal resources, talents, time and money) to achieve tentative career goals.	Develop a time budget and money budget.	Study a public entity's goals, budget and personnel allocation.	View your company's budget.
	3.5 Demonstrate positive work attitudes and behaviors.	Instructor evaluation; self-evaluation.	Evaluate a store employee—What attitudes and behaviors were displayed? How did they affect service?	Employer evaluation (See Appendices 1.18, 1.19)
	3.6 Demonstrate learning habits and skills that can be used in ongoing development of job skills.	Learning style inventory; skills inventory.	Join a student club or trade organization. (See Appendix 1.30)	Obtain information on a company's training plan.
	3.7 Demonstrate behaviors that maintain physical and mental well being in the workplace.	Evaluate conduct of self and classmates; evaluate classroom's safety.	Visit a place that makes you feel good physically and mentally and observe/record reactions.	Review companies safely and conduct policies; look at a wellness plan.
	3.8 Describe career paths that reflect the importance of lifelong learning.	Have students list all their learning since childhood; discuss lifelong learning.	Review continuing education or job supplemental offerings.	Interview a veteran employee and inquire about additional training or education needed for job.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
CD 4.0 Understand the relationship between school achievement and educational and career opportunity. (See Appendix 2.14)	4.1 Describe how the amount of education needed for different occupational levels vary.	Discuss difference between a certificate, A.A., B.A., M.A., Doctorate, etc.	N/A	Obtain various job descriptions for occupations in the same field, compare educational level.
	4.2 Identify how the skills taught in school subjects are used in various occupations.	Invite guest speakers who can discuss the importance of academic and vocational skills in their chosen job.	Analyze the impact of academic and vocational skills in home life.	Observe employees at work, list all academic skills utilized.
	4.3 Demonstrate how to apply academic and vocational skills to achieve personal and career goals.	Set personal and career goals; identify steps to reach goal. (See Appendix 1.29)	N/A	N/A
	4.4 Identify how employment trends relate to education and training.	Discuss current college, university and Vo-tech program offerings and how they relate to local industry needs.	Visit the Economic Development Council; using the yellow pages, identify major industries in community.	Interview an education partner from the business sector.
	4.5 Describe how educational attainment relates to the selection of college majors, further training and/or entry into the labor market.	Explore educational requirements for occupations in different areas of interest.	N/A	N/A
	4.6 Identify transferable skills that can apply to a variety of occupations and changing occupational requirements.	N/A	N/A	N/A

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	4.7 Demonstrate how occupational skills can be developed through volunteer experiences, part-time employment, cooperative education programs or extracurricular activities.	Guest speakers-volunteer coordinators and employers.	Volunteer at a school or community organization.	Obtain paid employment.
CD 5.0 Understand the needs of society and the structure of the economy are related to the nature of work	5.1 Describe the effects of societal, economic and technological changes on occupations.	Complete historical time line of chosen occupation and describe changes.	Visit an industry or occupation museum.	N/A
	5.2 Describe the effects of change in supply and demand for workers.	Assess the local job market and it's impact on their family.	Interview a JTPA counselor that works with displaced workers. Search Jobs and Benefits computer – what type of local demand is there for workers.	N/A
	5.3 Explain the social significance of various occupations.	Research one profession and it's impact on society.	Visit a hospital, post office, etc. – Try to imagine life without this service.	N/A
	5.4 Describe how society's needs and functions affect the supply of goods and services.	List goods and services not available 5 years ago, 10 years etc.	N/A	Interview an entrepreneur – what need did he see that encouraged him to start a business.
	5.5 Define global economy and explain how it affects each individual.	Discuss a current event situation such as the Asian economic crisis – How has it impacted the U.S. economy? Discuss trickle down effect.	N/A	Visit the citrus industry. Interview a manager to get his/her impression on how they have been impacted by foreign economies.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	5.6 Describe advantages and problems for choosing non-traditional employment for women and men.	Invite guest speakers who hold non-traditional positions.	N/A	Shadow a person in a non-traditional job; observe and list the positive and negative aspects of the position.
	5.7 Identify factors that have influenced the changing career patterns of women and men.	Read about the Women's movement; discuss the impact of changing roles for women.	N/A	Interview a person employed in a non-traditional occupation.
CD 6.0 Understand and use career information to solve career problems and make career decisions.	6.1 Contrast occupational groups in terms of duties, tasks, working conditions, requirements, and desired personality traits.	Discuss the concept of career exploration; use CHOICES; research 2 occupations and compare duties, skills required, etc. (See Appendix 2.15)	Search occupations at the jobs and benefits office or local library.	Job shadow individuals from two distinct occupations (see Appendix 2.16)
	6.2 Demonstrate skills in using schools, parents, friends, and relatives and community resources to learn about occupational groups.	Plan a career day; visit job placement counselor; prepare a contact list.	Attend job fairs.	Interview an individual from human resources.
	6.3 Demonstrate a use of various career resources (e.g., handbooks, print materials, labor market information, computer-assisted career guidance systems).	Tour the school's resource center or job placement office; display career resources in room; CHOICES.	Utilize the Jobs and Benefits computer; search the internet.	Contact trade organizations and professional organizations for printed information.
	6.4 Identify individuals as information resources, role models or mentors.	Create a network sheet identifying possible contacts.	Join a trade organization or club.	Find mentor in chosen occupation.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
CD 7.0 develop career problem solving, decision-making, and planning skills.	7.1 Describe the steps through which career choice is made.	Analyze inventories, find trends and conduct an in-depth career search.	N/A	Job shadowing (See Appendix 2.16)
	7.2 Describe steps in choosing school courses that meet tentative career goals.	Meet with counselor, check class schedule; use CHOICES career planner.	N/A	N/A
	7.3 Identify ways in which decisions about education and work relate to other major life decisions.	Discuss how the student's decision to attend school has impacted their lifestyle.	N/A	N/A
	7.4 Develop and maintain an individual career plan with career goals, course options and complimentary work experiences.	Set a career goal and establish steps necessary to reach goal (See Appendix 1.29); list support group; meet with counselor.	N/A	N/A
	7.5 Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.	N/A	N/A	N/A
CD 8.0 Develop the capacity for self-awareness and self-regulation in the career problem-solving and decision-making process.	8.1 Recognize the existence of career indecision and the need to engage in the career problem solving and decision-making.	Practice problem solving techniques.	N/A	Job shadowing (See Appendix 2.16)

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	8.2 Describe various strategies for solving career problems and making career decisions.	Analyze career assessment information (aptitude, skills, career interests, etc.).	N/A	N/A
	8.3 Describe the stages of the career problem solving and decision making process.	Summarize the steps taken to make a career decision.	N/A	N/A
	8.4 Identify the types and quality of information required to solve a career problem.	Include in your career portfolio copies of inventories completed, career information sheets, etc.	N/A	N/A
	8.5 Make tentative educational and occupational choices.	Establish a career goal. (See Appendix 1.29)	N/A	N/A
	8.6 Describe the effect of his/her emotional and physical health on making career decisions.	Discuss job stress and impact on the person.	N/A	N/A
	8.7 Describe the effect of work-related and career decisions on self and others.	View a video focusing on an employed person- how does his/her job impact his/her values, lifestyle, family, money and time.	Discuss with your family your career choice; what adjustments need to be made.	N/A
CD 9.0 Develop employability skills needed to seek, obtain, maintain and change jobs. (See Appendices 2.17 through 2.21)	9.1 Locate, interpret, and use information about job openings.	Using the classifieds, students will review common job terms; create a bulletin board with job openings.	Visit to Jobs and Benefits.	Obtain a job description from an employer.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	9.2 Demonstrate skills, knowledge, attitudes and behaviors necessary for a successful job interview.	Discuss the impact of creating a first impression; perform a mock interview.	N/A	Conduct an interview with a prospective employer; ask for feedback after the interview. (See Appendix 2.21)
	9.3 Prepare a resume and complete job application.	Complete a personal data sheet and use information to complete an application and resume. (See Appendices 2.19, 2.20)	Gather all necessary documents for employment- social security; complete a resume on the internet. (See Appendices 2.19, 2.20)	Submit resume and application to an employer, set up an appointment to ask for feedback.
	9.4 Identify sources of employment opportunities in the community.	Create a bulletin board displaying job information; look through yellow pages and classifieds; visit job placement specialist.	Visit Jobs and Benefits, temporary employment offices.	Call job hotlines.
	9.5 Assess occupational opportunities (e.g. working conditions, benefits, and opportunities for change).	Complete career information sheet; CHOICES; guest speaker.	N/A	Interview human resource person and inquire about job opportunities and opportunity to grow within the company.
	9.6 Describe placement services available to help make school-to-school, school-to-careers, and work-to-work transition.	Visit the job placement specialist.	Interview an employment specialist with Jobs and Benefits.	N/A
	9.7 Identify circumstances where job changes may require retraining and upgrading of employee's skills as well as relocation.	Using Florida's Workforce 2000 review future job trends. (See Appendix 2.22)	Interview the local Economic Development Council about the future of local industry.	Interview an employer about changes in his/her industry.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
PERSONAL & SOCIAL DEVELOPMENT PS 1.0 Develop personal responsibility for his/her own behavior.	1.1 Identify and understand school and classroom rules.	Orientation, school handbook and/or college catalog, district handbook (with or without quiz over policy); Student Government or Advisory Board; National Honor Society. (See Appendices 1.11, 1.12)	N/A	N/A
	1.2 Understand the rewards and consequences associated with following or violating school or classroom rules.	N/A	Participation and/or leadership in student professional or trade organizations (i.e., skills USA/VICA).	N/A
	1.3 Discriminate between acceptable and unacceptable behavior.	N/A	N/A	Field experience manuals and/or orientation. Interview an employer to learn about employment disciplinary processes. (See Appendix 2.10)
	1.4 Identify and understand his/her own attitudes and feelings about school and classroom rules.	N/A	N/A	N/A
	1.5 Understand and explain the reciprocal connection between his/her behavior and that of peers and authority figures.	N/A	N/A	N/A

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	1.6 Understand social circumstances that contribute to behavior that violates acceptable social norms.	N/A	N/A	N/A
	1.7 Understand and describe aspects of his/her personal style that affect adherence to or violation of acceptance norms.	N/A	N/A	N/A
PS 2.0 Develop a positive estimation of his/her qualities or traits.	2.1 Identify the various dimensions of self-concept.	Employability skills courses, self-esteem workshops, assertiveness workshops; career and personal assessment programs; personal counseling. (See Appendices 1.14, 1.24)	N/A	N/A
	2.2 Identify physical, personal, social and vocational qualities of self.	N/A	N/A	N/A
	2.3 Describe characteristics of self that make one special and unique.	N/A	N/A	N/A
	2.4 Explain how personal traits such as self-reliance, responsibility, resilience, punctuality and citizenship are related to success in life.	N/A	N/A	N/A
	2.5 Accept and value one's own differences from others as positive.	N/A	N/A	N/A

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	2.6 Express positive feelings about ones self.	N/A	N/A	N/A
	2.7 Identify discrepancies between real self and ideal self.	N/A	N/A	N/A
	2.8 Describe the relationship between positive behaviors such as performance in physical, personal, social or vocational tasks and positive self-esteem.	N/A	N/A	N/A
	2.9 Identify strengths and weaknesses in the physical, personal, social and vocational areas of life.	N/A	N/A	N/A
	2.10 Identify and implement a strategy designed to correct personal weakness and enhance strengths in the physical, personal and social areas of life.	N/A	N/A	N/A
PS 3.0 Master communication skills effectively.	3.1 Demonstrate effective verbal and non-verbal attending skills (eye contact, posture and verbal following).	Student government; cooperative learning/small group activities; communication workshops or modules; assertiveness workshops. (See Appendix 1.14)	Participation and leadership in student trade and professional organizations. (See Appendix 1.30)	N/A
	3.2 Reflect, summarize and paraphrase the content of and feelings of another's communication.	N/A	N/A	N/A

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	3.3 Discriminate between open and closed questions and demonstrate appropriate use of open and closed questions.	N/A	N/A	N/A
	3.4 Label and reflect accurately the feelings of another.	N/A	N/A	N/A
	3.5 Demonstrate an attitude of respect and non-judgement toward others' feelings and beliefs.	N/A	N/A	N/A
	3.6 Demonstrate appropriate self-disclosure in an interpersonal interaction.	N/A	N/A	N/A
	3.7 Confront and challenge an interpersonal interaction.	N/A	N/A	N/A
	3.8 Give and follow directions.	N/A	N/A	N/A
	3.9 Describe differences and similarities between interpersonal interactions in social settings and in work settings.	N/A	N/A	N/A
PS 4.0 Master social and interpersonal skills	4.1 Take turns, share and cooperate in the service of accomplishing group goals.	Cooperative learning activities, assertiveness, interpersonal skills and conflict resolution workshops.	N/A	Field experiences--workplace seminars on group work and interpersonal skills, applying ethical principles to work-related activities.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	4.2 Express empathy and compassion for the feelings of others.	N/A	N/A	N/A
	4.3 Explain the difference between assertive and aggressive interpersonal behavior.	N/A	N/A	N/A
	4.4 Explain the difference between assertive and aggressive interpersonal behavior.	N/A	N/A	N/A
	4.5 Demonstrate effective stress management strategies when confronted with situations that produce tension, frustration and anger.	N/A	N/A	N/A
	4.6 Explain the meaning of fair play in social relationships.	N/A	N/A	N/A
	4.7 Maintain his/her autonomy and personal integrity while participating in group activities and games.	N/A	N/A	N/A
	4.8 Explain the ethical principals that underlie and guide personal and social behavior.	N/A	N/A	N/A
	4.9 Function effectively as a social-group member.	N/A	N/A	N/A
	4.10 Function effectively as a work-group member.	N/A	N/A	N/A

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
PS 6.0 Develop a respect for cultural and human diversity and an appreciation for different customs and expectations.	6.1 Identify the customs and expectations of his/her own cultures and the culture of others.	Course in cultural diversity and special populations; exercises in self-awareness and cultural self-analysis; empathy training; videos; guest speakers; participation in campus celebrations of diversity (i.e., Black History month).	Investigate and/or participate in specific campus-based programming and services (services for students with disabilities, international student services, women's studies).	Involvement in community activities through action plans, volunteer activities, case studies, interviews guest speakers, tours of cultural and community centers.
	6.2 identify differences between others and self.	N/A	N/A	N/A
	6.3 Express pride in his/her family and cultural traditions.	N/A	N/A	N/A
	6.4 Demonstrate respect for the customs and traditions of individuals with different backgrounds.	N/A	N/A	N/A
	6.5 Explain how understanding and appreciating differences in heritage can help in the development of positive self-concepts and social relationships.	N/A	N/A	N/A
	6.6 Relate effectively to others based on differences in ethnic, cultural religious and other group memberships.	N/A	N/A	N/A

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
PS 5.0 Develop constructive strategies and skills for managing personal and social conflict.	5.1 Recognize the existence of problems in everyday life.	Personal counseling workshops in problem solving, conflict resolution and interpersonal skills. (See Appendix 1.24)	N/A	Field experiences, service learning activities.
	5.2 Explain the relationship between frustration and aggression in interpersonal conflict.	N/A	N/A	N/A
	5.3 Identify sources of conflict in interpersonal situations.	N/A	N/A	N/A
	5.4 Describe the connection between frustration and aggression in interpersonal conflict.	N/A	N/A	N/A
	5.5 Demonstrate impulse control during interpersonal conflict.	N/A	N/A	N/A
	5.6 Discriminate between problems that belong to oneself and problems that belong to others.	N/A	N/A	N/A
	5.7 Demonstrate the ability to apply a problem-solving strategy in resolving interpersonal problems.	N/A	N/A	N/A
	5.8 Apply a mediation strategy to help resolve conflicts.	N/A	N/A	N/A

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	7.2 Demonstrate sensitivity to verbal/non-verbal cues in perceiving problems in social situations.	N/A	N/A	N/A
	7.3 Perceive and correctly interpret the actions and needs of other people.	N/A	N/A	N/A
	7.4 Develop a series of alternate courses of action in response to an identified problem.	N/A	N/A	N/A
	7.5 Identify the consequences associated with alternative courses of action considered in response to an identified problem.	N/A	N/A	N/A
	7.6 Provide a rationale for a chosen course of action as most appropriate when compared to alternatives.	N/A	N/A	N/A
	7.7 Select an effective course of action from two or more alternatives in response to an identified problem.	N/A	N/A	N/A
	7.8 Evaluate the effectiveness of a selected course of action in response to an identified problem.	N/A	N/A	N/A

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	6.7 Discuss how individual and cultural differences between people can contribute to the enrichment of the whole group.	N/A	N/A	N/A
	6.8 Demonstrate an awareness of his/her own biases, prejudices, and stereotypes regarding gender, ethnic, cultural, and religious differences as well as individual differences.	N/A	N/A	N/A
	6.9 Evaluate the effects of his/her own biases, prejudices and stereotypes on self and on relationships with others.	N/A	N/A	N/A
	6.10 Describe conflicts resulting from gender and culture-related beliefs and biases.	N/A	N/A	N/A
	6.11 Analyze and evaluate how prejudicial actions observed are hurtful to others.	N/A	N/A	N/A
PS 7.0 Acquire effective problem-solving and decision-making skills for resolving personal dilemmas.	7.1 Identify personal and interpersonal problems in his/her own life.	Workshops in decision-making skills: personal, career and academic counseling. (See Appendix 1.24)	N/A	Field experiences and service learning activities.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
PS 8.0 Develop healthy lives and communities.	8.1 Know and discuss common health problems in society.	Wellness activities; abuse awareness and prevention programming--personal counseling. (See Appendices 1.24, 3.10)	Referrals to community agencies. (See Appendix 4.10)	N/A
	8.2 Recognize positive effects of living a healthy life on self and society.	N/A	N/A	N/A
	8.3 Know and demonstrate how exercise, nutrition, positive attitudes and personal living habits can affect ones life and community.	N/A	N/A	N/A
	8.4 Recognize high-risk behaviors and pressures that contribute to unhealthy social activities.	N/A	N/A	N/A
	8.5 Indicate knowledge of the values of wellness and prevention strategies related to the threats against health.	N/A	N/A	N/A
	8.6 Cite and describe the long-range consequences of abusive behavior.	N/A	N/A	N/A
	8.7 Know available school and community resources that promote health and help those in need of assistance.	N/A	N/A	N/A

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	8.8 Give examples of prevention strategies related to the problems of abuse and potential harm.	N/A	N/A	N/A
COMMUNITY INVOLVEMENT CI 1.0 Appreciate the role of community workers.	1.1 Give examples of the roles and functions of community leaders and workers.	Invite guest speakers who have received tokens of appreciation from the community (i.e., certificates, thank-you cards).	Post volunteer job listings and descriptions of volunteer work.	Invite guest speakers to discuss volunteerism, tour various workplaces, attend community events where leaders are involved. Participate in internships and/or volunteer work.
	1.2 Demonstrate an appreciation for community leaders, service providers, and volunteers.	N/A	N/A	N/A
CI 2.0 Develop a sense of community pride.	2.1 Develop a sense of community pride. Give examples of achievements by community members that foster community pride.	Create bulletin boards of various community resources. Create a hall of fame organized by the school. Post awards won by the school. Use internet to conduct research on various social services and their descriptions. Develop a community memory book/collage or database of various services provided by the school and community.	Announce at school when the community honors a student, faculty or staff member. Develop a school-based community resource newsletter. Invite Chamber of Commerce representatives to speak. Have a section of the media center on community history. (See also IV.A. 1-2)	Participate in community pride activities (i.e. Habitat for Humanity, Red Cross) tours of community agencies/projects; attending school board meetings; understanding local policies; reading the newspaper. Intern at local community historical sites.

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
CI 3.0 Develop and participate in community volunteer service projects.	3.1 Describe the value and benefit of volunteering for community service.	Develop various community awareness activities; classroom projects that help the community (i.e. adopting a highway; participating in the angel tree program; cosmetology students giving free haircuts to breast cancer patients; LPN students participating in health fairs and blood drives; Thanksgiving food drive).	Offer extra credit for community service participation; invite representative from student services office to discuss the laws and service activities that help make safe and friendly communities; promote clubs/organizations that include community service; invite community volunteers to speak on their experiences.	Involvement in social clubs (i.e. Italian-American club), awareness of benevolent organizations (i.e. Salvation Army), participate in shadowing or volunteer experiences in the community. (See also IV.B. 1-4)
	3.2 Identify community needs and interests.	N/A	N/A	N/A
	3.3 Know and identify ways in which young people can help make their schools, neighborhoods, and communities a better place to live and work.	N/A	N/A	N/A
	3.4 View and describe self as a valuable contributor to safe, friendly, and productive communities.	N/A	N/A	N/A
	3.5 Participate in voluntary community service projects that involve an application of knowledge and skills learned in school.	N/A	N/A	N/A

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX POST SECONDARY LEVEL (Vocational-Technical)				
Student Development	**School-Based Outcomes**	**School-Based Activities**	**Linking Activities**	**Work-Based Activities**
	3.6 Describe and discuss the value and satisfaction of helping others through community service projects.	N/A	N/A	N/A
CI 4.0 Understand and enhance the community.	4.1 Demonstrate positive attitudes toward community.	Form community improvement committees and give recognition awards for school participation (i.e. Service pins). (See also IV.C. 1-6)	Develop a school-based community resource newsletter; give awards to involved community members; invite school advisory board to attend special activities at school sites. (See also IV.A. 1-2, IV.C. 1-6)	Participate in on-the-job training, shadowing or volunteer experiences in the community service field. (See also IV.B.1-4, IV.C.1-6)
	4.2 Visualize and describe self as a responsible and productive community member.	N/A	N/A	N/A
	4.3 Take a part in activities that build a sense of pride in his or her community.	N/A	N/A	N/A
	4.4 Form a positive working and learning relationship with respected and productive citizens in the community.	N/A	N/A	N/A
	4.5 Know and identify concepts and skills related to good citizenship.	N/A	N/A	N/A
	4.6 Know resources available in the community that support personal and social well being.	N/A	N/A	N/A

COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX FOR FRESHMAN AND SOPHOMORE POSTSECONDARY LEVELS

Important Note: Please refer to the high school matrix for those outcomes below which list a N/A. In addition, it may be appropriate to consult the high school matrix if students enter this level without obtaining the high school competencies.

Student Development Curriculum Domains and Goals	School Based Outcomes	School-Based Activities	Linking Activities	Work-Based Activities
Academic Achievement • Understand and participate in a school environment	1. Know school procedures in order to cooperate and take part in a shared learning environment.	1. Student orientation, college catalog, & student handbook (See Appendix 1.1)	1. NA	1. Field experience orientations
	2. Demonstrate a positive transition from one academic level to another and between schools.	2. Dual enrollment, college prep classes, orientations, course in college success skills, transfer and financial aid workshops (See Appendix 1.2)	2. Career counseling, job search, transfer workshop, exit checklist	2. Career or college fairs, guest speakers, and field experiences
	3. Demonstrate behavior that reflects positive working relationships with teachers and classmates.	3. Collaborative learning & group projects	3. NA	3. NA

	4. Describe school and teacher evaluation procedures, such as progress reports, grade point average, class credits, the value of homework assignments, and related procedures for obtaining credit.	4. Course syllabi and evaluations, & advising (See Appendix 1.3)	4. NA	4. Field experience evaluations
• Develop effective study skills	1. Identify common study skills and habits that contribute to school success.	1. Course in college success skills, peer mentoring, learning lab and tutoring services (See Appendices 1.1 & 1.4)	1-8 NA	1-8 Field experience evaluations and supervision meetings
	2. Identify and evaluate his/her study skills used in school and out of school, examining strengths and areas that need improvement	2-8 All above plus field experience classes		
	3. Describe the value of practicing a skill and its relationship to successful performance of a task.			
	4. List and describe how study skills and habits for school success are related to other aspects of life.			
	5. Explain the value and describe the importance of working with and without supervision.			

	5. Evaluate time-management skills related to school success.			
• Develop effective stress management skills	1. Identify and list typical events and situations that are stressful is a school and at a life stage. 2. Accept stress and anxiety as a natural aspect of life and cite reasons for developing stress-management skills. 3. Cite basic skills related to and methods of coping with test-anxiety and other school related stresses. 4. Identify barriers to his/her success at school. 5. Identify strategies to counter barriers to school success.	1-3 Stress management workshops, course in college success skills, and personal counseling (See Appendices 1.2 & 1.6) 4-5 All above plus assessment evaluation, academic advising, counseling, and student orientation (See Appendices 1.1 & 1.6)	1-5 NA	1-5 Employee assistance and developmental workshops
• Understand attitudes and behaviors related to academic achievement	1. Understand the power of peer relationships and peer support and identify desirable and undesirable peer pressures in terms of school success. 2. Differentiate between	1-3 Student orientation, student handbook, student development workshops, motivational	1-4 NA	1-4 NA

	6. Demonstrate an awareness and interest in taking responsibility for his/her learning. 7. Discern and accept mistakes as an important part of the learning process. 8. Recognize and describe the personal satisfaction and value of completing a task.			
• Develop effective time management skills	1. Identify and cite times of the day and week when his/her academic tasks and assignments might best be completed 2. Outline in writing a weekly planning schedule that indicates periods of time marked for study and completion of homework assignments. 3. List common or routine duties and tasks other that school assignments and mark them on a weekly planning schedule. 4. Acknowledge and describe the value of setting and monitoring goals and establishing time-management priorities.	1-5 Time management workshop and instruction on self management behavioral plan (See Appendix 1.5)	1-5 NA	1-5 NA

	intrinsic and extrinsic pressures and rewards. 3. Recognize and describe how positive thinking and practice of skills are related to success. 4. Identify and demonstrate motivational techniques related to school success.	seminars, co-curricular and extra-curricular activities, alumni activities (See Appendices 1.1 & 1.7) 3-4 All of the above plus club participation		
• Develop interpersonal and communication skills for successful learning	1. Identify and demonstrate interpersonal skills related to building positive working relationships with others. 2. Describe the role of an effective group participant and take an active part in cooperative learning activities and projects. 3. Compliment and confront others regarding their actions related to academic achievement. 4. Demonstrate effective listening in an academic activity.	1. Fundamentals of speech communication class (See Appendix 1.8) 2. Instruction in effective group leadership and team work 3. Individual and group counseling and instruction in communication and feedback skills (See Appendix 1.6) 4. Instruction and practice on use of effective listening skills	1-4 NA	1-4 Field experiences

• Assess self and school success skills	1. List and describe classroom learning behaviors related to achievement.	1. Student handbook and/or catalog and course in college success skills (See Appendix 1.2)	1-7 NA	1-7 NA
	2. Assess and evaluate his or her strengths regarding classroom learning behaviors.	2. Instruction in self and peer assessment of progress		
	3. Identify his/her classroom and learning behaviors that need improvement.	3. Same as #2		
	4. Assess and evaluate his/her teacher-student working relationships	4. Student teacher conferences and office hour appointments		
	5. Assess and evaluate his/her peer relationships in terms of their affect on academic achievement.	5. Same as #2		
	6. Assess his/her personal attitudes about school.	6. Same as #2		
	7. Identify and cite his/her special interests, abilities, and skills in academic achievement and opportunities to excel in academic areas.	7. Career and/or academic counseling and participation in honor programs (See		

		Appendices 1.6 & 1.9)		
• Set academic goals and make decisions that help attain those goals	1. Identify both short-term and long-term academic goals.	1. Career, personal, and academic and counseling, transfer or career workshop, solidify program of study (See Appendix 1.6)	1-4 N/A	1. Tours of work sites, upper division institutions, and guest speakers
	2. Select courses and other academic experiences that are consistent with his/her goals.	2 Academic advising and completion of appropriate testing (See Appendix 1.10)		2-4 N/A
	3. Organize and record a four-year sequence of courses and other academic experiences that will lead to goal attainment.	3-4 Academic advising		
	4. Monitor progress toward goals and adjust plan with course selection or other learning activities.			

Career Development • Acquire self-knowledge • Develop a positive, stable, integrated self-concept as related to career problem-solving and decision-making	1. Describe his/her positive characteristics as seen by others and himself/herself. 2. Demonstrate behaviors that reflect a positive attitude about himself/herself in work-related activities. 3. Describe individual strengths and weaknesses in school subjects, leisure, and work-related activities. 4. Identify his/her personal interests, abilities, values and beliefs related to career choice. 5. Explain the relationship between work-related behavior and self-concept. 6. Explain how individual characteristics relate to achieving personal, social, educational, and career goals. 7. Describe personal strengths and weaknesses in relationship to future educational or training requirements.	1. Counseling 2. Club participation (See Appendix 1.7) 3-7 Course in college student success, career counseling and assessment, and personal growth workshops (See Appendices 1.1, 1.6, & 1.10)	1-7 NA	1. NA 2. Field based experiences 3-7 NA
• Understand interrelationships among	1. Describe the importance of career, family, and leisure	1-6 Student service activities.	1-6 NA	1-6 Field experiences

	3. Explain the importance of personal maintenance skills and positive attitudes to job success. 4. Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals. 5. Demonstrate positive work attitudes and behaviors. 6. Demonstrate learning habits and skills that can be used in the ongoing development of job skills. 7. Demonstrate behaviors that maintain physical and mental health in the workplace. 8. Describe career paths that reflect the importance of lifelong learning.	workshops, alumni awareness activities (See Appendices 1.2 & 1.6)		
• Understand the relationship between school achievement and educational and career opportunity	1. Describe how the amount of education needed for different occupational levels varies. 2. Identify how the skills taught in school subjects are used in various occupations 3. Demonstrate how to apply academic and vocational	1-7 New student orientation, course in college success skills, career awareness workshops, personal, academic, and career	1-2. NA 3-7 Placement services	1-2 Job shadowing, interviews, mentoring 3-7 Field experiences such as coops,

life roles and the world of work	activities to mental, emotional, physical, and economic well-being. 2. Describe the advantages and disadvantages of various life role options. 3. Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits). 4. Describe the contribution of work to a balanced and productive life 5. Describe ways in which work, family, leisure, and spiritual life are interrelated and integrated into his/her life journey 6. Describe ways that leisure contributes to development of occupational skills and job performance	campus ministry, personal counseling, wellness activities (See Appendix 1.6 & 1.11)		
• Acquire educational and occupational knowledge • Attain awareness of personal development and lifelong learning as related to productive meaningful work	1. Describe how current learning relates to work. 2. Describe the relationship of personal attitudes, beliefs, abilities, and skills to successful work performance.	1-8 Career, academic, and personal counseling, course in college success skills, student development	1-8 Job placement services	1-8 Field experiences such as coops, internships, and practica, job shadowing, mentoring, interviews

	skills to achieve personal and career goals. 4. Identify how employment trends relate to education and training. 5. Describe how educational attainment relates to the selection of college majors, further training and/or entry into the labor market. 6. Identify transferable skills that can apply to a variety of occupations and changing occupational requirements. 7. Demonstrate how occupational skills can be developed through volunteer experiences, part-time employment, cooperative education programs or extracurricular activities.	counseling (See Appendices 1.1, 1.2, & 1.6)		internships, and practica, job shadowing, mentoring, interviews
• Understand how the needs of society and the structure of the economy are related to the nature of work	1. Describe the effects that societal, economic and technological changes have on occupations. 2. Describe the effects of change in supply and demand for workers. 3. Explain the social significance of various occupations. (All	1-8 Career development activities, current event activities, research and computer activities, library searches (See Appendix 1.12)	1-8 NA	1-8 Guest speakers

	occupations have social significance.) 4. Describe how society's needs and functions affect the supply of goods and services. 5. Define global economy and explain how it affects each individual. 6. Describe the advantages and problems for choosing nontraditional employment for women and men. 7. Identify factors that have influenced the changing career patterns of women and men. 8. Identify factors that have influenced the changing career patterns of women and men.			
• Understand and use career information to solve career problems and make career decisions	1. Contrast occupational groups in terms of duties, tasks, working conditions, educational and skill requirements, and desired personality traits. 2. Demonstrate skills in using school, parents, friends, and relatives and community resources to learn about occupational groups.	1-5 Career assessment and self-awareness tools, course in college success skills, informational interview (See Appendices 1.2 & 1.6)	1-5 NA	1-5 NA

	3. Demonstrate use of a range of career resources (e.g., handbooks, print materials, labor market information, computer-assisted career guidance systems). 4. Correctly identify various occupational classification systems (e.g., Dictionary of Occupational Titles, Guide to Occupational Exploration, Holland), and explain how they can be used to explore careers. 5. Identify individuals as information resources, role models, or mentors.			
• Develop career problem-solving and decision-making skills • Acquire career problem-solving, decision-making, and planning skills	1. Describe the steps through which career choices are made. 2. Describe the steps in choosing school courses that meet tentative career goals. 3. Identify ways in which decisions about education and work relate to other major life decisions. 4. Develop and maintain an individual career plan with career goals, course options, and complementary work experiences. 5. Identify appropriate choices	1-4 Educational and career planning, academic advising, education plan (See Appendix 1.6 & 1.13) 5 NA	1-6 NA	1-2 NA 3-4 Field experiences 5-6 Refer to high school

	during high school that will lead to marketable skills for entry-level employment or advanced training.			matrix
	6. Identify steps to apply for and secure financial assistance for post-secondary education or training.	6 Financial aid and transfer workshops (See Appendix 1.14)		
• Develop the capacity for self-awareness and self-regulation in the career problem-solving and decision-making process	1. Recognize the existence of career indecision and the need to engage in career problem-solving and decision making. 2. Describe various strategies for solving career problems and making career decisions. 3. Describe the stages of the career problem-solving and decision-making process. 4. Identify the types and quantity of information required to solve a career problem. 5. Make tentative educational and occupational choices. 6. Describe the effect of his/her emotional and physical health on making career decisions. 7. Describe the effect of work-	1-7 Career, personal, and academic counseling (See Appendix 1.6)	1-7 NA	1-7 NA

		Appendices 1.6, 1.11, & 2.13)		
	2. Demonstrate the ability to use peer and supervisor feedback to improve performance in the workplace.	2. Peer mentoring		
	3. Describe ways to meet personal needs through positive work relationships.	3. Career testing (See Appendix 1.6)		
	4. Demonstrate interpersonal skills required for maintaining productive work groups.	4. Self-awareness activities		
	5. Describe appropriate employer and employee interactions in various situations.	5. Field placement orientation		

	related and career decisions on self and others.			
• Develop employability skills • Develop skills to enable one to seek, obtain, maintain and change jobs	1. Locate, interpret, and use information about job openings. 2. Demonstrate skills, knowledge, attitudes and behaviors necessary for a successful job interview. 3. Prepare a resume and complete job application. 4. Identify sources of employment opportunities in the community. 5. Assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change). 6. Describe placement services available to help make school-to-school, school-to-work, and work-to-work transitions. 7. Identify circumstances where job changes may require retraining and upgrading of employee's skills as well as relocation.	1-7 Career, personal, and academic counseling center activities, job skills workshops, course in college success skills, continuing education, office of adult and commuter student service activities (See Appendices 1.2, 1.6, & 1.15) 6. Also transfer workshops (See Appendix 2.7)	1-7 Placement services	1-7 Career fair, employer recruitment on campus, job interviews
• Develop effective human relations skills to enable positive and productive work relationships	1. Demonstrate ways of responding to others when under stress in the workplace.	1. Personal counseling, stress management activities (See	1-5 NA	1-5 Service learning activities

Personal/Social Development • Develop personal responsibility for his or her own behavior	1. Identify and understand school and classroom rules. 2. Understand the rewards and consequences associated with following or violating school or classroom rules. 3. Discriminate between acceptable and unacceptable behavior. 4. Identify and understand his or her own attitudes and feelings about school and classroom rules. 5. Understand and explain the reciprocal connection between his or her behavior and that of peers and authority figures. 6. Understand social circumstances that contribute to behavior that violates acceptable social norms. 7. Understand and describe aspects of his or her personal style that affect adherence to or violation of acceptance social norms.	1-7 Orientation of student conduct and college policies and procedures through workshops, student handbook, and college catalog (See Appendices 1.1, 2.9, & 2.11)	1-7 NA	1-7 Field experience manuals outlining ethical responsibilities in the workplace
• Develop a positive estimation of his or her qualities or traits	1. Identify the various dimensions of self-concept. 2. Identify physical, personal and	1-10 Self-esteem workshops, personal counseling,	1-10 NA	1-10 NA

	social qualities of self. 3. Describe characteristics of self that make one special and unique. 4. Explain how personal traits such as self-reliance, responsibility, resilience, punctuality and citizenship are related to success in life. 5. Accept and value one's own differences from others as positive. 6. Express positive feelings about oneself. 7. Identify discrepancies between real self (how I am) and ideal self (how I would like to be). 8. Describe the relationship between positive behaviors such as performance in physical, personal, and social tasks and positive self-esteem. 9. Identify strengths and weaknesses in the physical, personal, and social areas of life. 10. Identify and implement a strategy designed to correct personal weaknesses and enhance strengths in the physical, personal, and social areas of life.	values clarification exercises (See Appendix 1.6)		

• Master effective communication skills	1. Demonstrate effective verbal and nonverbal attending skills such as eye contact, posture, verbal following. 2. Reflect and paraphrase the content of another's communication. 3. Discriminate between open and closed questions. 4. Demonstrate appropriate use of open and closed questions in an interpersonal interaction. 5. Label and reflect accurately the feelings of another. 6. Demonstrate an attitude of respect and nonjudgement toward the feelings and beliefs of others. 7. Demonstrate appropriate self-disclosure in an interpersonal interaction. 8. Confront and challenge an interpersonal interaction. 9. Summarize the content and feelings of another in an interpersonal interaction. 10. Give and follow directions.	1-10 Course in college success, course in fundamentals of speech communication, instruction in basic listening and responding skills (See Appendices 1.2, 1.8, & 2.10)	1-10 Practice activities in lab situation i.e. making videotapes of listening skills and engaging in class critique of tapes	1-10 Clinical or field experience practica, workplace learning
• Master social and interpersonal skills.	1. Take turns, share, and cooperate in the service of	1-10 Cooperative learning	1-10 NA	1-10 Field experiences,

	accomplishing group goals. 2. Express empathy and compassion for the feelings of others. 3. Explain the difference between assertive and aggressive interpersonal behavior. 4. Respond assertively, but nonaggressively, to negative and/or provocative responses from others. 5. Demonstrate effective stress management strategies when confronted with situations that produce tension, frustration, and anger. 6. Explain the meaning of fair play in social relationships. 7. Maintain his or her autonomy and personal integrity while participating in group activities and games. 8. Explain the ethical principles that underlie and guide personal and social behavior. 9. Function effectively as a social-group member. 10. Function effectively as a work-group member.	activities, assertiveness, interpersonal skills, and conflict resolution outreach workshops		workplace seminars on group work and interpersonal skills, applying ethical principles to practice/work related activities

• Develop constructive strategies and skills for managing personal and social conflict	1. Recognize the existence of problems in everyday life. 2. Explain the relationship between personal expectations and interpersonal conflict. 3. Identify sources of conflict in interpersonal situations. 4. Describe the connection between frustration and aggression in interpersonal conflict. 5. Demonstrate impulse control during interpersonal conflict. 6. Discriminate between problems that belong to oneself and problems that belong to others. 7. Demonstrate the ability to apply a problem-solving strategy in resolving interpersonal problems. 8. Identify opportunities for negotiation and compromise in personal conflicts. 9. Apply a mediation strategy to help resolve conflicts between others.	1-9 Personal counseling, workshops in problem solving, conflict resolution, and interpersonal skills (See Appendix 1.6)	1-9 NA	1-9 Field experiences, service learning activities
• Develop a respect for cultural and human diversity and an	1. Identify the customs and expectations of his or her culture and the cultures of	1-12 Course in cultural diversity and special	1-12 Programming and services provided by	1-12 Involvement in community activities through

appreciation for different customs and expectations.	others. 2. Identify differences between self and others based on gender, disability, religion, and culture. 3. Express pride in his or her family and cultural traditions. 4. Demonstrate respect for the customs, expectations, and traditions of individuals with different backgrounds. 5. Explain how understanding and appreciating differences in heritage can help in the development of positive self-concepts and social relationships. 6. Relate effectively to others based on differences in ethnic, cultural, religious, and other group memberships. 7. Discuss how individual and cultural differences among people can contribute to the enrichment of the whole group. 8. Demonstrate an awareness of his or her own biases, prejudices, and stereotypes regarding gender, ethnic, cultural, and religious differences as well as individual differences.	populations, exercises in self-awareness, knowledge, and skills, guest speakers, empathy training, videos and documentaries, workshops on diverse groups and historical events, cultural self-analysis, campus celebrations of diverse groups (i.e. Black history month)	specific campus based offices/organizations (i.e. women's studies, international affairs, disability services).	action plans, volunteer activities, case studies, interviews, guest speakers, tours of cultural and community centers

	9. Evaluate the effects of his or her own biases, prejudices, and stereotypes on self and on relationships with others. 10. Describe conflicts resulting from gender and culture-related beliefs and biases. 11. Analyze and evaluate his or her own comfort in associating with individuals from different cultures and ethnic backgrounds. 12. Evaluate how prejudicial actions that one has observed are hurtful to others.			
• Acquire effective problem-solving and decision-making skills for resolving personal and social dilemmas.	1. Identify personal and interpersonal problems in his or her own life. 2. Demonstrate sensitivity to verbal and nonverbal cues in perceiving problems in a social situation. 3. Perceive and correctly interpret the actions and needs of others people. 4. Develop a series of alternate courses of action in response to an identified problem. 5. Identify the consequences associated with alternative courses of action considered in	1-8 Workshops in decision making skills, personal, career, and academic counseling (See Appendix 1.6)	1-8 NA	1-8 Field experiences and practica, service learning activities

	response to an identified problem. 6. Provide a rationale for a chosen course of action as most appropriate when compared to alternate courses of action. 7. Select an effective course of action from two or more alternatives in response to an identified problem. 8. Evaluate the effectiveness of a selected course of action in response to an identified problem.			
• Develop healthy lives and communities	1. Know and discuss common health problems in society. 2. Recognize positive effects of living a healthy life of self and society. 3. Know and demonstrate how exercise, nutrition, positive attitudes, and personal living habits can affect one's life and community. 4. Recognize high-risk behaviors and pressures that contribute to unhealthy social activities. 5. Indicate a knowledge of the value of wellness and prevention strategies related to	1-8 Wellness activities, abuse prevention and awareness programming, personal counseling (See Appendices 1.11, 2.13, 2.18, & 1.6)	1-8 Referrals to community agencies (i.e. personal counseling unit refers student to mental health center)	1-8 NA

	the threats against health. 6. Cite and describe the long-range consequences of abusive behaviors. 7. Know available school and community resources that promote health and help those in need of assistance. 8. Give examples of prevention strategies related to the problems of abuse and potential harm.			

Community Involvement • Appreciate the role of community workers and helpers	1. Give examples of the roles and functions of community leaders and workers. 2. Demonstrate an appreciation for community leaders, service providers, and volunteer helpers.	1-2 Guest speakers, tokens of appreciation given to community guests (i.e. certificates, thank you cards)	1-2 NA	1-2 Guest speakers, tours of workplaces, attend community events where leaders are involved
• Develop a sense of community pride	1. Develop a sense of community pride. 2. Give examples of achievements by community members that foster community pride. 3. Describe the positive strengths of a community. 4. Trace the history and development of his or her community.	1-4 Values clarification, community awareness activities	1-4 NA	1-4 Participate in community pride activities (i.e. Habitat for Humanity, Red Cross), tours of community agencies/projects, attending school board meetings, understanding local politics, reading the newspaper
• Develop and participate in community volunteer service projects	1. Describe the value and benefit of volunteering for community service. 2. Identify community needs and interests. 3. Know and identify ways in which young people can help make their schools, neighborhoods, and communities a better place to live and work.	1-6 Community awareness activities, classroom projects that help that help the community (i.e. cleaning highway	1-6 NA	1-6 Service learning activities, participate in community pride activities (i.e. Habitat for Humanity, Red Cross), tours of community agencies/projects, attending school board

	4. View and describe self as a valuable contributor to safe, friendly, and productive communities. 5. Participate in voluntary community service projects that involve an application of knowledge and skills learned in school. 6. Describe and discuss the value the satisfaction of helping others through community service projects.			meetings, understanding local politics, reading the newspaper, involvement in social clubs (i.e. Italian-American club), awareness of benevolence organizations (i.e. Salvation Army)
• Understand and enhance the community	1. Demonstrate positive attitudes toward community. 2. Visualize and describe self as a responsible and productive community member. 3. Take a part in activities that build a sense of pride in his or her community. 4. Form a positive working and learning relationships with respected and productive citizens in the community. 5. Know identify concepts and skills related to good citizenship. 6. Know resources available in the community that support personal and social well-being.	1-6 Community awareness activities, classroom projects that help that help the community (i.e. cleaning highway	1-6 NA	1-6 Service learning activities, participate in community pride activities (i.e. Habitat for Humanity, Red Cross), tours of community agencies/projects, attending school board meetings, understanding local politics, reading the newspaper, involvement in social clubs (i.e. Italian-American club), awareness of benevolence organizations (i.e. Salvation Army)

SCHOOL TO WORK
COMPREHENSIVE STUDENT DEVELOPMENT CURRICULUM MATRIX FOR JUNIOR AND SENIOR POSTSECONDARY LEVELS

Important Note: Please refer to the Freshman and Sophomore Post-secondary matrix for those outcomes below which list a N/A. In addition, it may be appropriate to consult the Freshman and Sophomore Post-secondary matrix if students enter this level without obtaining those competencies.

Student Development Curriculum Domains and Goals	School Based Outcomes	School-Based Activities	Linking Activities	Work-Based Activities
Academic Achievement • Understand and participate in a school environment	1. Know school procedures in order to cooperate and take part in a shared learning environment.	1. Student orientation, course catalog, & student handbook (See Appendices 2.1, 2.11, & 2.9)	1. NA	1. Field experience orientations.
	2. Demonstrate a positive transition from one academic level to another and between schools.	2. Orientations, financial aid, or graduate level/professional preparation workshops, develop an exit checklist for graduate education or world of work (See Appendices 2.2 & 2.20)	2. Career counseling, job search, transfer workshop, exit checklist.	2. Career or college fairs, guest speakers, and field experiences.
	3. Demonstrate behavior that reflects positive working relationships with teachers and classmates.	3. Collaborative learning, group projects, research	3. NA	3. NA

		teams.		
	4. Describe school and teacher evaluation procedures, such as progress reports, grade point average, class credits, the value of homework assignments, and related procedures for obtaining credit.	4. Course syllabi and evaluations, & advising (See Appendices 2.3 & 2.4)	4. NA	4. Field experience evaluations
• Develop effective study skills	1. Identify common study skills and habits that contribute to school success.	1. Peer mentoring, learning lab and tutoring services (See Appendix 2.8).	1-8 NA	1-8 Field experience evaluations and supervision meetings
	2. Identify and evaluate his/her study skills used in school and out of school, examining strengths and areas that need improvement.	2-8 All above plus field experience, clinical, or lab classes		
	3. Describe the value of practicing a skill and its relationship to successful performance of a task.			
	4. List and describe how study sills and habits for school success are related to other aspects of life.			
	5. Explain the value and describe the importance of working with and without supervision.			
	6. Demonstrate an awareness			

	and interest in taking responsibility for his/her learning. 7. Discern and accept mistakes as an important part of the learning process. 8. Recognize and describe the personal satisfaction and value of completing a task.			
• Develop effective time management skills	1. Identify and cite times of the day and week when his/her academic tasks and assignments might best be completed. 2. Outline in writing a weekly planning schedule that indicates periods of time marked for study and completion of homework assignments. 3. List common or routine duties and tasks other that school assignments and mark them on a weekly planning schedule. 4. Acknowledge and describe the value of setting and monitoring goals and establishing time-management priorities. 5. Evaluate time-management skills related to school	1-5 Time management workshop and instruction on self management behavioral plan (See Appendix 2.5)	1-5 NA	1-5 NA

	success.			
• Develop effective stress management skills	1. Identify and list typical events and situations that are stressful is a school and at a life stage. 2. Accept stress and anxiety as a natural aspect of life and cite reasons for developing stress-management skills. 3. Cite basic skills related to and methods of coping with test-anxiety and other school related stresses. 4. Identify barriers to his/her success at school. 5. Identify strategies to counter barriers to school success.	1-3 Stress management workshops, and personal counseling 4-5 All above plus assessment evaluation, academic advising, counseling, and transfer orientation (See Appendix 2.6)	1-5 NA	1-5 Employee assistance and developmental workshops
• Understand attitudes and behaviors related to academic achievement	1. Understand the power of peer relationships and peer support and identify desirable and undesirable peer pressures in terms of school success. 2. Differentiate between intrinsic and extrinsic pressures and rewards.	1-3 Transfer orientation, student handbook, student development workshops, motivational seminars, co-curricular and extra-curricular activities,	1-4 NA	1-4 Field experiences, staff meetings

		alumni activities (See Appendices 2.7, 2.8, & 2.9)		
	3. Recognize and describe how positive thinking and practice of skills are related to success.	3-4 All of the above plus club participation		
	4. Identify and demonstrate motivational techniques related to school success.			
• Develop interpersonal and communication skills for successful learning	1. Identify and demonstrate interpersonal skills related to building positive working relationships with others.	1. Professional organization involvement (i.e. membership, conference presentation), upper level speech communicatio n class	1-4 NA	1-4 Field experiences
	2. Describe the role of an effective group participant and take an active part in cooperative learning activities and projects.	2. Instruction in effective group leadership and team work.		
	3. Compliment and confront others regarding their actions related to academic achievement.	3. Individual and group counseling and instruction in communicatio n and feed-back skills (See Appendix 2.10)		

	4. Demonstrate effective listening in an academic activity.	4. Instruction and practice on use of effective listening skills (See Appendix 2.10)		
• Assess self and school success skills	1. List and describe classroom learning behaviors related to achievement.	1. Student handbook and/or catalog (See Appendices 2.8 & 2.11)	1-7 NA	1-7 NA
	2. Assess and evaluate his or her strengths regarding classroom learning behaviors.	2. Instruction in self and peer assessment of progress.		
	3. Identify his/her classroom and learning behaviors that need improvement.	3. Same as #2		
	4. Assess and evaluate his/her teacher-student working relationships.	4. Student teacher conferences and office hour appointments.		
	5. Assess and evaluate his/her peer relationships in terms of their affect on academic achievement.	5. Same as #2		
	6. Assess his/her personal attitudes about school.	6. Same as #2		
	7. Identify and cite his/her special interests, abilities,	7. Career and/or academic		

	and skills in academic achievement and opportunities to excel in academic areas.	counseling and participation in honor programs (See Appendix 2.6)		
• Set academic goals and make decisions that help attain those goals	1. Identify both short-term and long-term academic goals.	1. Career, personal, and academic and counseling, transfer or career workshop, solidify program of study (See Appendices 2.6, 2.7, & 2.16)	1-4 NA	1. Tours of work sites, upper division institutions, and guest speakers
	2. Select courses and other academic experiences that are consistent with his/her goals.	2 Academic advising, completion of appropriate entrance testing for graduate school, plan and/or complete certification or professional licensure applications and/or exams (See Appendices 2.12 & 2.20)		2-4 NA
	3. Organize and record a four-	3-4 Academic		

	year sequence of courses and other academic experiences that will lead to goal attainment. 4. Monitor progress toward goals and adjust plan with course selection or other learning activities.	advising		

Career Development • Acquire self-knowledge • Develop a positive, stable, integrated self-concept as related to career problem-solving and decision-making	1. Describe his/her positive characteristics as seen by others and himself/herself. 2. Demonstrate behaviors that reflect a positive attitude about himself/herself in work-related activities. 3. Describe individual strengths and weaknesses in school subjects, leisure, and work-related activities. 4. Identify his/her personal interests, abilities, values and beliefs related to career choice. 5. Explain the relationship between work-related behavior and self-concept. 6. Explain how individual characteristics relate to achieving personal, social, educational, and career goals. 7. Describe personal strengths and weaknesses in relationship to future educational or training requirements.	1. Set up an appointment with a counselor. 2. Club or professional organization participation (See Appendix 2.8) 3-7 Career counseling and assessment, and personal growth workshops	1-7 NA	1. NA 2. Field based experiences 3-7 NA
• Understand	1. Describe the importance of	1-6 Student service	1-6 NA	1-6 Fiela

interrelationships among life roles and the world of work	career, family, and leisure activities to mental, emotional, physical, and economic well-being. 2. Describe the advantages and disadvantages of various life role options. 3. Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits). 4. Describe the contribution of work to a balanced and productive life. 5. Describe ways in which work, family, leisure, and spiritual life are interrelated and integrated into his/her life journey. 6. Describe ways that leisure contributes to development of occupational skills and job performance.	activities, campus ministry, personal counseling, wellness activities, personal and career counseling (See Appendices 2.6 & 2.13)		experiences
• Acquire educational and occupational knowledge • Attain awareness of personal development and lifelong learning as related to productive meaningful work	1. Describe how current learning relates to work. 2. Describe the relationship of personal attitudes, beliefs, abilities, and skills to successful work performance.	1-8 Career, academic, and personal counseling, student development workshops, role play interviews, job placement	1-8 Job placement services	1-8 Field experiences such as coops, internships, and practica, job shadowing, mentoring, interviews

	3. Explain the importance of personal maintenance skills and positive attitudes to job success. 4. Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals. 5. Demonstrate positive work attitudes and behaviors. 6. Demonstrate learning habits and skills that can be used in the ongoing development of job skills. 7. Demonstrate behaviors that maintain physical and mental health in the workplace. 8. Describe career paths that reflect the importance of lifelong learning.	services, resume writing workshops, alumni awareness activities (See Appendix 2.19)	3-7 Placement services	
• Understand the relationship between school achievement and educational and career opportunity	1. Describe how the amount of education needed for different occupational levels varies. 2. Identify how the skills taught in school subjects are used in various occupations. 3. Demonstrate how to apply academic and vocational skills to achieve personal and	1-7 Transfer student orientation, career awareness workshops, personal, academic, and career counseling, life skills workshops (See	1-8 NA	1-2 Job shadowing, interviews, mentoring. 3-7 Field experiences such as co-ops,

	career goals. 4. Identify how employment trends relate to education and training. 5. Describe how educational attainment relates to the selection of college majors, further training and/or entry into the labor market. 6. Identify transferable skills that can apply to a variety of occupations and changing occupational requirements. 7. Demonstrate how occupational skills can be developed through volunteer experiences, part-time employment, cooperative education programs or extracurricular activities.	Appendices 2.7 & 2.6)		internships, service learning, and practica, job shadowing, mentoring, interviews
• Understand how the needs of society and the structure of the economy are related to the nature of work	1. Describe the effects that societal, economic and technological changes have on occupations. 2. Describe the effects of change in supply and demand for workers. 3. Explain the social significance of various occupations. (All occupations have social significance.)	1-8 Career development activities, current event activities, research and computer activities, library searches (See Appendices 2.14 2.15, & 1.12)	1-5 NA	1-8 Guest speakers

	4. Describe how society's needs and functions affect the supply of goods and services. 5. Define global economy and explain how it affects each individual. 6. Describe the advantages and problems for choosing nontraditional employment for women and men. 7. Identify factors that have influenced the changing career patterns of women and men. 8. Identify factors that have influenced the changing career patterns of women and men.		6 NA	
• Understand and use career information to solve career problems and make career decisions	1. Contrast occupational groups in terms of duties, tasks, working conditions, educational and skill requirements, and desired personality traits. 2. Demonstrate skills in using school, parents, friends, and relatives and community resources to learn about occupational groups 3. Demonstrate use of a range of career resources (e.g.,	1-5 Career assessment and self-awareness tools, informational interview	1-5 NA	1-4. NA

	handbooks, print materials, labor market information, computer-assisted career guidance systems). 4. Correctly identify various occupational classification systems (e.g., Dictionary of Occupational Titles, Guide to Occupational Exploration, Holland), and explain how they can be used to explore careers. 5. Identify individuals as information resources, role models, or mentors.			5. Field experiences, job shadowing, site visits
• Develop career problem-solving and decision-making skills • Acquire career problem-solving, decision-making, and planning skills	1. Describe the steps through which career choices are made. 2. Describe the steps in choosing school courses that meet tentative career goals. 3. Identify ways in which decisions about education and work relate to other major life decisions. 4. Develop and maintain an individual career plan with career goals, course options, and complementary work experiences.	1-4 Educational and career planning, academic advising, education plan (See Appendices 2.16 & 2.20)	1-7 Placement services	1-4. Informational interviews, field experiences, graduate school visits.

	5. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.	5 NA		5-6 Refer to high school matrix
	6. Identify steps to apply for and secure financial assistance for post-secondary education or training.	6 Financial aid, graduate school, and job placement workshops (See Appendices 2.6 & 2.20)		
• Develop the capacity for self-awareness and self-regulation in the career problem-solving and decision-making process	1. Recognize the existence of career indecision and the need to engage in career problem solving and decision making. 2. Describe various strategies for solving career problems and making career decisions. 3. Describe the stages of the career problem-solving and decision-making process. 4. Identify the types and quantity of information required to solve a career problem. 5. Make tentative educational and occupational choices.	1-7 Career, personal, and academic counseling (See Appendix 2.6)	1-5 NA	1-7 NA

	6. Describe the effect of his/her emotional and physical health on making career decisions. 7. Describe the effect of work-related and career decisions on self and others.	6. Wellness activities (See Appendix 2.13)		
• Develop employability skills • Develop skills to enable one to seek, obtain, maintain and change jobs	1. Locate, interpret, and use information about job openings. 2. Demonstrate skills, knowledge, attitudes and behaviors necessary for a successful job interview. 3. Prepare a resume and complete job application. 4. Identify sources of employment opportunities in the community. 5. Assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change). 6. Describe placement services available to help make school-to-school, school-to-work, and work-to-work transitions. 7. Identify circumstances where job changes may require retraining and upgrading of employee's skills as well as relocation.	1-7 Career, personal, and academic counseling center activities, job skills workshops, Internet/computer training, continuing education, office of adult and commuter student service activities (See Appendices 2.6, 2.14, & 2.17) 6. Also transfer workshops (See Appendices 2.7 & 2.1)		1-7 Career fair, employer recruitment on campus, job interviews
• Develop effective human relations skills to enable positive and productive	1. Demonstrate ways of responding to others when under stress in the	1. Personal counseling & stress		1-5 Service learning and field

work relationships	workplace. 2. Demonstrate the ability to use peer and supervisor feedback to improve performance in the workplace. 3. Describe ways to meet personal needs through positive work relationships. 4. Demonstrate interpersonal skills required for maintaining productive work groups. 5. Describe appropriate employer and employee interactions in various situations.	management activities 2. Peer mentoring 3. Career testing 4. Self-awareness activities 5. Field placement orientation		experience activities

Personal/Social Development • Develop personal responsibility for his or her own behavior	1. Identify and understand school and classroom rules. 2. Understand the rewards and consequences associated with following or violating school or classroom rules. 3. Discriminate between acceptable and unacceptable behavior. 4. Identify and understand his or her own attitudes and feelings about school and classroom rules. 5. Understand and explain the reciprocal connection between his or her behavior and that of peers and authority figures. 6. Understand social circumstances that contribute to behavior that violates acceptable social norms. 7. Understand and describe aspects of his or her personal style that affect adherence to or violation of acceptance social norms.	1-7 Transfer student orientation which covers student conduct and university policies and procedures (See Appendices 2.7 & 2.1)	1-7 N/A	1-7 Field experience manuals outlining ethical responsibilities in the workplace
• Develop a positive estimation of his or her qualities or traits	1. Identify the various dimensions of self-concept. 2. Identify physical, personal and social qualities of self. 3. Describe characteristics of self that make one special and unique. 4. Explain how personal traits such as self-reliance, responsibility, resilience, punctuality and	1-10 Self-esteem workshops, personal counseling, values clarification exercises	1-10 N/A	1, 4, 6 Field experience evaluations and feedback 2,3,5,7,8,9.10 N/A

	citizenship are related to success in life. 5. Accept and value one's own differences from others as positive. 6. Express positive feelings about oneself. 7. Identify discrepancies between real self (how I am) and ideal self (how I would like to be). 8. Describe the relationship between positive behaviors such as performance in physical, personal, and social tasks and positive self-esteem. 9. Identify strengths and weaknesses in the physical, personal, and social areas of life. 10. Identify and implement a strategy designed to correct personal weaknesses and enhance strengths in the physical, personal, and social areas of life.			
• Master effective communication skills	1. Demonstrate effective verbal and nonverbal attending skills such as eye contact, posture, verbal following. 2. Reflect and paraphrase the content of another's communication. 3. Discriminate between open and closed questions. 4. Demonstrate appropriate use of open and closed questions in an interpersonal interaction. 5. Label and reflect accurately the feelings of another.	1-10 Upper division course in speech communication, instruction in basic listening and responding skills, interview training (See Appendices 2.16 & 2.10)	1-10 Practice activities in lab situation i.e. making videotapes of listening skills and engaging in class critique of tapes, job placement service	1-10 Clinical or field experience practica, workplace learning, job or graduate school interviews

	6. Demonstrate an attitude of respect and nonjudgement toward the feelings and beliefs of others. 7. Demonstrate appropriate self-disclosure in an interpersonal interaction. 8. Confront and challenge an interpersonal interaction. 9. Summarize the content and feelings of another in an interpersonal interaction. 10. Give and follow directions.			
• Master social and interpersonal skills.	1. Take turns, share, and cooperate in the service of accomplishing group goals. 2. Express empathy and compassion for the feelings of others. 3. Explain the difference between assertive and aggressive interpersonal behavior. 4. Respond assertively, but nonaggressively, to negative and/or provocative responses from others. 5. Demonstrate effective stress management strategies when confronted with situations that produce tension, frustration, and anger. 6. Explain the meaning of fair play in social relationships. 7. Maintain his or her autonomy and personal integrity while participating in group activities and games. 8. Explain the ethical principles that underlie and guide	1-10 Cooperative learning activities, assertiveness, interpersonal skills, and conflict resolution outreach workshops	1-10 N/A	1-10 Field experiences, workplace seminars on group work and interpersonal skills, applying ethical principles to practice/work related activities

	personal and social behavior. 9. Function effectively as a social-group member. 10. Function effectively as a work-group member.			
• Develop constructive strategies and skills for managing personal and social conflict	1. Recognize the existence of problems in everyday life. 2. Explain the relationship between personal expectations and interpersonal conflict. 3. Identify sources of conflict in interpersonal situations. 4. Describe the connection between frustration and aggression in interpersonal conflict. 5. Demonstrate impulse control during interpersonal conflict. 6. Discriminate between problems that belong to oneself and problems that belong to others. 7. Demonstrate the ability to apply a problem-solving strategy in resolving interpersonal problems. 8. Identify opportunities for negotiation and compromise in personal conflicts. 9. Apply a mediation strategy to help resolve conflicts between others.	1-9 Personal counseling, workshops in problem solving, conflict resolution, and interpersonal skills	1-9 N/A	1-9 Field experiences, service learning activities
• Develop a respect for cultural and human diversity and an appreciation for different	1. Identify the customs and expectations of his or her culture and the cultures of others.	1-12 Course in cultural diversity and special populations.	1-12 Programming and services provided by specific	1-12 Involvement in community activities through action plans.

customs and expectations.	2. Identify differences between self and others based on gender, disability, religion, and culture. 3. Express pride in his or her family and cultural traditions. 4. Demonstrate respect for the customs, expectations, and traditions of individuals with different backgrounds. 5. Explain how understanding and appreciating differences in heritage can help in the development of positive self-concepts and social relationships. 6. Relate effectively to others based on differences in ethnic, cultural, religious, and other group memberships. 7. Discuss how individual and cultural differences among people can contribute to the enrichment of the whole group. 8. Demonstrate an awareness of his or her own biases, prejudices, and stereotypes regarding gender, ethnic, cultural, and religious differences as well as individual differences. 9. Evaluate the effects of his or her own biases, prejudices, and stereotypes on self and on relationships with others. 10. Describe conflicts resulting from gender and culture-related beliefs and biases. 11. Analyze and evaluate his or	exercises in self-awareness, knowledge, and skills, guest speakers, empathy training, videos and documentaries, workshops on diverse groups and historical events, cultural self-analysis, campus celebrations of diverse groups (i.e. Black history month) (See Appendix 2.21)	campus based offices/organizations (i.e. women's studies, international affairs, disability services).	volunteer activities, case studies, interviews, guest speakers, tours of cultural and community centers

	her own comfort in associating with individuals from different cultures and ethnic backgrounds. 12. Evaluate how prejudicial actions that one has observed are hurtful to others.			
• Acquire effective problem-solving and decision-making skills for resolving personal and social dilemmas.	1. Identify personal and interpersonal problems in his or her own life. 2. Demonstrate sensitivity to verbal and nonverbal cues in perceiving problems in a social situation. 3. Perceive and correctly interpret the actions and needs of others people. 4. Develop a series of alternate courses of action in response to an identified problem. 5. Identify the consequences associated with alternative courses of action considered in response to an identified problem. 6. Provide a rationale for a chosen course of action as most appropriate when compared to alternate courses of action. 7. Select an effective course of action from two or more alternatives in response to an identified problem. 8. Evaluate the effectiveness of a selected course of action in response to an identified problem.	1-8 Workshops in decision making skills, personal, career, and academic counseling	1-8 N/A	1-8 Field experiences and practica, service learning activities

• Develop healthy lives and communities	1. Know and discuss common health problems in society. 2. Recognize positive effects of living a healthy life of self and society. 3. Know and demonstrate how exercise, nutrition, positive attitudes, and personal living habits can affect one's life and community. 4. Recognize high-risk behaviors and pressures that contribute to unhealthy social activities. 5. Indicate a knowledge of the value of wellness and prevention strategies related to the threats against health. 6. Cite and describe the long-range consequences of abusive behaviors. 7. Know available school and community resources that promote health and help those in need of assistance. 8. Give examples of prevention strategies related to the problems of abuse and potential harm.	1-8 Wellness activities, abuse prevention and awareness programming, personal counseling (See Appendices 2.13 & 2.18)	1-8 Referrals to community agencies (i.e. personal counseling unit refers student to mental health center)	1-8 N/A

Community Involvement • Appreciate the role of community workers and helpers	1. Give examples of the roles and functions of community leaders and workers. 2. Demonstrate an appreciation for community leaders, service providers, and volunteer helpers.	1-2 Guest speakers, tokens of appreciation given to community guests (i.e. certificates, thank you cards)	1-2 N/A	1-2 Guest speakers, tours of workplaces, attend community events where leaders are involved
• Develop a sense of community pride	1. Develop a sense of community pride. 2. Give examples of achievements by community members that foster community pride. 3. Describe the positive strengths of a community. 4. Trace the history and development of his or her community.	1-4 Values clarification, community awareness activities	1-4 N/A	1-4 Participate in community pride activities (i.e. Habitat for Humanity, Red Cross), tours of community agencies/projects, attending school board meetings, understanding local politics, reading the newspaper
• Develop and participate in community volunteer service projects	1. Describe the value and benefit of volunteering for community service. 2. Identify community needs and interests. 3. Know and identify ways in which young people can help make their schools, neighborhoods, and communities a better place to	1-6 Community awareness activities, classroom projects that help that help the community (i.e. cleaning highway	1-6 N/A	1-6 Service learning activities, participate in community pride activities (i.e. Habitat for Humanity, Red Cross), tours of community agencies/proje

	live and work. 4. View and describe self as a valuable contributor to safe, friendly, and productive communities. 5. Participate in voluntary community service projects that involve an application of knowledge and skills learned in school. 6. Describe and discuss the value the satisfaction of helping others through community service projects.			cts, attending school board meetings, understanding local politics, reading the newspaper, involvement in social clubs (i.e. Italian-American club), awareness of benevolence organizations (i.e. Salvation Army)
• Understand and enhance the community	1. Demonstrate positive attitudes toward community. 2. Visualize and describe self as a responsible and productive community member. 3. Take a part in activities that build a sense of pride in his or her community. 4. Form a positive working and learning relationships with respected and productive citizens in the community. 5. Know identify concepts and skills related to good citizenship. 6. Know resources available in the community that support personal and social well-being.	1-6 Community awareness activities, classroom projects that help that help the community (i.e. cleaning highway	1-6 N/A	1-6 Service learning activities, participate in community pride activities (i.e. Habitat for Humanity, Red Cross), tours of community agencies/projects, attending school board meetings, understanding local politics, reading the newspaper, involvement in social clubs (i.e. Italian-American club), awareness of benevolence organizations (i.e. Salvation Army)

Exceptional Student Education Overview

Postsecondary

This Exceptional Student Education guide is an addendum to the Southwest Florida School-to-Careers Consortium Comprehensive Student Development Curriculum. No one set of modifications is applicable to the special needs of all learners. The ESE population represents perhaps the most diverse within our schools, so the modifications suggested represent tangible assistance for many students. Some students have needs for changes to the learning situation, others for changes in the learning environment, others for self-management strategies, and still others for physical changes in activities. While some special education students are integrated into classes with all other students, some special education students are engaged in classes that only contain other special education students. However, regardless of learning needs, accommodations required, or classroom setting, all special education students are to be served by comprehensive student development. Student development (academic, career, and personal/social development) is one of many areas in which ESE students are guaranteed access by law.

Our daily responsibilities to these students are to make the often simple modifications, accommodations, and adaptations of the exercises contained in the curriculum. When planning to implement this curriculum, the primary emphasis should be on individual learning needs. Thus, whenever planning a lesson, an activity, an off-campus visit, or working with families to develop short and long-range plans to meet students' needs, all counselors and teachers must account for meeting all students' needs. Classroom guests (counselors presenting periodic lessons or outside speakers) should talk to teachers in advance to identify any special considerations. Special educators, who recognize and meet their students' individual needs on a daily basis, may be a good source for many supplementary activities and adaptations.

All student learning needs and curriculum adaptations are specified in an annually prepared Individualized Educational Plan (IEP). The IEP specifies the degree to which students participate in least restrictive environments, an educational practice called "inclusion". Inclusion means helping students with learning disabilities and other handicapping conditions to work and learn in the least restrictive environment they can manage with reasonable accommodations. This is frequently a regular classroom setting which affords the opportunity to become as independent as possible while gaining social skills and exposure to the widest range of goals and possibilities. All students in the class will benefit through the opportunity to become familiar and accepting of a more diverse range of individuals.

Ultimately, the goal of all children and their families is academic achievement at the student's highest capability that leads to eventual independent adult life. For all students the relationship between education and the world of work is critical, for ESE

students that explicit relationship is also critical. The successive career activities involved in awareness, development, and implementation of careers allows ESE students and their family's time to explore and plan lives in which the impact of handicapping conditions can be minimized. Career development activities can help identify careers that are available and plan ways to overcome any barriers to success.

Parents are partners in their children's successes at school and in life. For the ESE student, ongoing involvement and partnership with the family is just as essential as for any other student. Reaching out to families with newsletters, home visits, cable tv and other new technologies keeps parents and teachers informed of mutual concerns involving students who may need additional support to prepare for a career. Educating parents that their students should be receiving career development curriculum and services, and the potential impact of those services and curriculum is an important part of that role. Other aspects may include coordinating with families concerning supportive home activities as well as helping families access supportive community agencies and programs.

The adaptations suggested in this guide are a sample of the kinds of changes, accommodations, or adaptations that may be required by many students of many activities. Not every activity requiring changes was selected an example. As well, many activities are suggested specifically for ESE populations that do not appear in the comprehensive student development curriculum. It is up to the educator to insure that selected activities are planned carefully to serve the needs of the intended population.

Working with ESE Students in the Regular Classroom

1. Reduce the amount of work and concentrate on the correctness of work done.
2. When the student does a task well, let him be responsible for helping others with it.
3. Teach the same subject, but also present it through concrete experiences and visual media.
4. Teach tasks as much as possible through functional activities such as shopping, making change, reading the newspaper, playing games, etc.
5. Reduce distractions by: having only one task at a time, using worksheets with lots of space, providing a quiet work area, giving simple directions or questions.
6. When homework is given, it is best to give work the student can already do with which he needs more reinforcement.
7. Pair up the mainstreamed student with another student that has leadership, compassion, and patience capabilities.
8. Move the student to a closer position for teacher supervision.
9. Move distracting or disturbing students/materials.
10. Allow the student to use any necessary crutch to learn; it will be discarded when no longer needed.
11. Individualize instruction where needed.
12. Set fair and clearly defined limits for classroom behavior and academic expectations. Follow through with consistency.
13. Make a definite effort to see that each student has some sort of success each day.
14. Allow for open communication between yourself and the ESE student.
15. Actively control variables which make learning occur, such as directing attention, arranging tasks, prompting responses, differentially reinforcing behavior.

16. Be flexible with output; have students write, talk aloud.

17. Provide directions which are simple, specific, and consider the clarity, speed, complexity, and channel of delivery: check for comprehension: have student repeat and/or paraphrase.

18. Encourage homework as promoting academic progress, not as a punishment for poor achievement.

19. Use a variety of assessment techniques: written, oral, demonstration.

20. Be flexible and ready for change!

Suggested Modifications for Activities in Postsecondary Appendices

Freshman and Sophomore Levels:

PS-1-1.3	Assign a student to read the handbook to someone who is blind or provide in Braille.
PS-1.1	Use videotapes from area employers that identify and describe employee policies/regulations.
PS-1.2, 6	Provide additional information on stress and medication management for those persons with heavy medical regimes that may affect attendance or ability to concentrate.
PS-1.4	Refer to support agencies for devices, assistance as needed (i.e., Deaf Service Center, Division of Blind Services, Vocational Rehabilitation).
PS-1.6	Provide additional exercises on interpreting body language (for persons with hearing impairments and learning disabilities).
PS-1.7	Students should be encouraged to self-identify needs to appropriate office at post-secondary institution for accommodation.
	Provide information on interpretation, scheduling, who to contact, any identified resource at school for special needs students. Schedule orientation and mobility if needed.
	Having various orientation, handbooks, etc., on video will facilitate better understanding as well as provide an opportunity to view the information more than once.
PS-1.8	Recognize importance of seeking assistance when needed, follow-up on tutoring sessions, timely submission of assignments with tutoring center.
	Develop a person-centered vocation/educational plan. Highlight successes already experienced in past.
	Expound on the various job placement programs specifically designed for persons with disabilities (i.e., supported employment, vocational rehabilitation, mock interviews and resume development).

Have students register at State Employment agency. Review current openings, requirements, pay scale.

Guest speaker. A successful business person with a disability. View videotapes of persons who have succeeded in careers despite having a disability.

PS-1.10 Identify additional resources for special needs, vocational rehabilitation, workforce development, etc.

PS-1.13 Identify internet sites with related information.

PS-1.14 Identify supports needed; special equipment or modifications needed for specific careers.

PS-1.15 Identify specific employability assistance available in the community.

Describe supported employment programs for students with disabilities. Guest speaker from organization providing supported employment (i.e. Jobsmart, Goodwill, LARC).

Junior and Senior Levels:

PS-2.1 Assign a peer assistant, sign interpreter, or provide Braille handbook.

PS-2.2 Provide evidence that many persons with disabilities are working contributing members of society.

PS-2.4 Orientation handbooks in large print or on video will facilitate comprehension.

PS-2.8 Refer to support agencies for devices, assistance as needed, (i.e. Deaf Service Center, Division of Blind Services, Vocational Rehabilitation).

PS-2.13 Workshop on stress and medication management for persons with heavy medical regimes.

PS-2.16 Evaluate physical and cognitive limitations; determine impact on career choices. Provide sensitivity training, include disabled guest speakers who will share experiences related to employment.

Why Assessment in Student Development?

Curriculum assessment gets to the heart of the matter in education today; can counselors or any educators demonstrate their worth to the education process and to meeting standards? Accountability is critical as districts and buildings are increasingly free to select staffing patterns that best meet student learning needs. Those who cannot demonstrate their effectiveness in terms of student learning and outcomes will be increasingly vulnerable. Assessment is required of any continuous quality improvement process. If our goal is truly student development, we have to be ready to examine our methods and assumptions in helping students achieve their goals.

Current trends in education see a movement toward increased accountability for curriculum delivery and effectiveness. In student development curriculum areas, such assessment is not often as simple as standardized testing nor are skills as discrete as those are in English or math. However, accountability to curriculum goals for student development requires that some assessment practices be incorporated into any curriculum adoption. This guide presents ideas for assessment of the Comprehensive Student Curriculum developed for the Southwest Florida School-To-Careers Consortium.

This assessment effort is breaking new ground. Most information about student development concerns inputs and counselor/teacher time accountability when it is gathered at all. This shifts the focus to student learning and the effectiveness of programs on student decisions and attainment. As a new process, it must be continually revisited, revised and time/benefits in assessment activities must be evaluated.

Purposes of Assessment

Assessment serves several general purposes that can be broadly defined under decision-making, communication, and accountability.

Decision-making Assessment information can be used to help students make individual decisions about career paths, and course planning as well as helping students identify skills, knowledge or attitudes that they still need to learn. Individual students and their families benefit from such assessment as specific skills are identified as having been acquired or which need further exposure and development. Teachers and counselors can identify students' needs for curriculum planning. They can also use information to improve instruction and curriculum activities. Schools or districts can use assessment information to continue or improve instruction, programs, and curriculum as well as to contribute to the school improvement process as a whole. District administrators can use such information in curriculum planning.

training, district improvement goals and in setting priorities for meeting student needs. Increasingly, staffing decisions may be made based on assessment data.

Communication Assessment information is already used to communicate progress toward educational goals to students, parents, community members, and administrators. As well, assessment information is often used to communicate special strengths or successful features of programs, curriculum activities, or schools. For student development purposes, assessment may also communicate areas of student achievement that have previously been ill-defined and may advocate for the importance of such student achievement goals in the overall curriculum and educational program.

Accountability Assessment information is at the heart of school, district and program accountability; an increasingly critical factor in all aspects of education's operations. Without assessment, many believe that there is little accountability. Little accountability makes staff and their programs vulnerable to criticism, lack of understanding, or reductions in support.

Assessment Approaches

Several approaches to assessment are possible. When considering assessment methods, it is important to recognize that assessment based on all self-report data may not provide an entirely accurate picture of what a student really has experienced or learned. The same may be true of assessment based entirely on a list of inputs. Consider a mixture of data sources and types of assessment to get the most accurate picture of what individual students and programs have accomplished.

First, inputs can be assessed. Did curriculum units get delivered? Teachers and/or counselors can be asked to list activities, materials, and annual schedules for student development curriculum delivery. Examples of such activities can be obtained by reviewing the Florida's Comprehensive Student Development Curriculum for a School-To Career System (1994).

A second approach involves assessing student learning of each discrete activity. For example, when middle school students are engaged in the work-based learning activity of touring a hospital to learn about different occupations that occur there, they can be asked to list three occupations they observed and list the educational qualifications each requires, or each can be asked to write an essay to relate a work of fiction about medicine to match observations at the hospital. Another example might be, students demonstrating specific career skills as part of the activity itself, e.g., completing a four-year plan. While such assessment may be readily adapted to school-to-career curriculum, and are certainly recommended as much as

possible, such activities may become burdensome to a school day already burgeoning with increased curricular requirements and testing.

A third approach is to assess broader student development accomplishments. This type of assessment is by nature more synthetic of a broader range of skills and competencies and would occur after longer periods of instruction and experiences; i.e., after a year or at transition points between school levels or between school and work. This approach is more portfolio or performance based and creates an accountability at the "seams" of a student's school progression. As well, since school-to-career curriculum activities are often infused into other curriculum areas, separate assessment may be neither appropriate nor convenient. It adds less burden to teachers and counselors and can be used to communicate to the next consumer of a student's skills (teacher, counselor, employer) that the student has achieved a specified level of competence in identified school-to-career objectives.

Another approach to assessment can be overall program assessment. Such assessment may be included in school climate surveys of students, school personnel, administrators, and community members. Or specific surveys to evaluate skill acquisition, career awareness and development, and the degree to which classroom and community based activities, can be developed and administered. Questions should focus on a variety of areas including:

- Career awareness, career decision-making skill acquisition, and career maturity;
- Personal/Social development goals including those for working with others, self-management skills, and communication skills;
- Involvement of family in academic and career planning and parental knowledge of the student's progress and school-based activities;
- Infusion of academic, career and personal/social development in all aspects of educational program;
- Degree to which school-based, linking/connecting or work-based activities have been observed or are considered successful.

Gathering and Maintaining Assessment Information

The information collected by methods suggested in this guide may be used in several ways. Some tracking and inclusion in student records is recommended. Each segment may be used separately by each level and may be tracked through student maintained portfolio on a student developed folder or may be maintained by student services professionals on a paper or electronic portfolio. Each method has benefits and drawbacks. Student maintained portfolios are most effective in terms of staff time and student responsibility. However, they are often incomplete, can be easily lost and are not readily available for accountability surveys or program

assessment. Such portfolios are commercially available, though costly as consumable goods. Paper portfolios have advantages in that they are available to school staff for program evaluation, provide artifactual evidence of student progress and program effectiveness, and allow individual student progress and learning needs to be tracked and monitored. However, these can be expensive to maintain and may add to already crowded school files.

Electronic tracking has several advantages in its capability to provide individual, small group or district aggregate data readily. As well, sophisticated analyses can be performed with other electronically maintained data like test scores and grades that create a potential wealth of program and accountability data. It would also readily lend itself to a student development transcript available for post-secondary institutions and employers alike. However, only one electronic portfolio system is available and it is an expensive investment which requires some personnel or trained students to input data to maintain. A one-time commitment of resources to create such a portfolio might be worth the investment by a district or consortium of districts which has immediate interface with other student record systems as a distinct advantage. Ultimately, skill acquisition and work experience history benefits students as they progress through school. As technology continues to improve, more electronic tracking mechanisms will become available and are ultimately considered to be most desirable. One commercially available product, InfoTracker (available from Stardata, Inc.) can provide an individualized student portfolio of all student development accomplishments and activities, especially those related to school-to-career activities and elements, in an electronic format.

Two commercially available products are available for K-12 or 6-12 assessment. The first, the Career Maturity Inventory can be used to assess student progress and career development needs at key points in development – transition between levels. The CMI provides information concerning attitudes and competencies in career decision-making skills. Iowa Career Learning Assessment provides information concerning career development, school-based learning, work-based learning and connecting links. The survey combines information from students, educators, parents and community partners and is geared toward student competencies and career maturity as well as degree to which school-to-career type of activities have occurred. Both instruments provide individual and group data useful to program assessment. In particular, schools that have career development courses in ninth grade can use the instrument to measure aspects of the effectiveness of the course and related experiences. However, each has initial and recurring costs and individual schools or districts may well wish to customize aspects of these evaluation programs or develop individual evaluations.

The following guide will present examples of assessment activities that can be performed at transition points or in a few cases, a year end. At each transition point several types of activities will be recommended and fully described.

Each section of this guide is presented in terms of the overall goals for students completing that level of education, specific competencies expected by transition, and assessment strategies and formats which can be used.

SCHOOL TO CAREER COMPETENCIES FOR POSTSECONDARY LEVELS

Entering competencies:
Students who graduate from a high school in the five-county service area will enter post-secondary training with the following competencies:

- Identify, apply for, interview for and obtain employment
- Identify and apply for financial assistance as appropriate
- Enter a community or four year college with 4/6 year plan to facilitate transition
- Identify life skills and plan life arrangements for the first year of high school
- Identify preliminary life plan and goals
- Develop a financial plan

Students who are new to the system (i.e. out of state students, non-traditional, GED recipients) and to these in-process experiences will be provided with a packet of materials and/or orientation activities. These materials and activities were designed to help students to obtain the entering competencies.

Vocational/Technical Certificate General Competencies:

Students completing a one-to-two year vocational/technical certificate program prepared to enter the workforce will develop the following competencies:

- Understand program and certification requirements.
- Monitor progress toward certificate completion.
- Clarify educational and career plans.
- Understand program policies, procedures, and responsibilities.
- Develop and use skills through participation in cooperative, field, and internship experiences and/or service learning.
- Develop and use effective job search strategies.
- Learn benefits of community involvement and connection to career goals and personal development.
- Develop and/or solidify social and interpersonal skills.
- Learn the value of co-curricular or extra-curricular activities.
- Join and participate in local or regional occupational organization.
- Clarify and learn workforce behavior, expectations and skills.
- Develop and use skills to work on a variety of different technologies.
- Understand complex interrelationships.

Vocational/Technical Certificate Exit Competencies:

Students completing a one-to-two year vocational/technical certificate program will be prepared to enter the workforce or continue with their education:

- Develop an exit checklist to ensure smooth transition to certification and employment in field.
- Develop resume and/or occupational portfolio that highlights occupational skills, certificates achieved, and awareness of job match/marketability.
- Identify, apply for, interview for, and obtain highest level of occupational certificate.
- Identify, apply for, interview for, and obtain highest level of employment.
- Articulate the life skills to plan first year out of program.
- Understand the benefits of continuing education and development.
- Manage time and stress wisely.
- Use community resources for upgrade training and volunteer work.
- Join extracurricular and/or job-related organizations.
- Identify a "career ladder" for their chosen career field.
- Understand articulation agreements with other post-secondary institutions.
- Complete enrollment paperwork for entrance into college.
- Continue to develop desirable worker traits throughout career.

Vocational/Technical Certificate Competencies	CL	P	AP	W
Understand program and certification requirements	X	X	X	X
Monitor progress toward certificate completion		X	X	
Clarify educational and career plans			X	X
Understand program policies, procedures, and responsibilities			X	X
Develop and use skills through participation in cooperative, field, and internship experiences and/or service learning			X	X
Develop and use effective job search strategies		X		
Learn benefits of community involvement and connection to career goals and personal development.			X	X
Develop and/or solidify social and interpersonal skills			X	X
Learn the value of co-curricular or extra-curricular activities			X	X
Join and participate in local or regional occupational organization			X	X
Clarify and learn workforce behavior, expectations and skills			X	X
Develop and use skills to work on a variety of different technologies			X	X
Understand complex interrelationships			X	X

Vocational/Technical Certificate Competencies	CL	P	AP	W
Develop an exit checklist to ensure smooth transition to certification and employment in field	X	X		
Develop resume and/or occupational portfolio that highlights occupational skills, certificates achieved, and awareness of job match/marketability		X		X
Identify, apply for, interview for, and obtain highest level of occupational certificate	X	X		
Identify, apply for, interview for, and obtain highest level of employment	X	X		
Articulate the life skills to plan first year out of program			X	X
Understand the benefits of continuing education and development			X	X
Manage time and stress wisely			X	
Use community resources for upgrade training and volunteer work		X		X
Join extracurricular and/or job-related organizations	X			X
Identify a "career ladder" for their chosen career field		X		X
Understand articulation agreements with other post-secondary institutions			X	X
Complete enrollment paperwork for entrance into college	X	X		X
Continue to develop desirable worker traits throughout career			X	X

Freshman and Sophomore Levels

A.A. Degree General Competencies:

Students graduating with an A.A. degree or finishing the Sophomore year in a baccalaureate institution will develop the following competencies:

- Understand degree requirements
- Monitor academic progress
- Clarify educational and career plans
- Understand policies, procedures, and responsibilities
- Understand about on and off campus resources
- Develop effective learning strategies and techniques for college success
- Understand benefits of community involvement and connection to career goals and personal development
- Develop and/or solidify social and interpersonal skills
- Understand value of joining co-curricular or extra-curricular activities
- Understand entrance requirements for upper division level
- Develop skills through internships, service learning, and cooperative work experiences

A.A. Degree Exit Competencies:

Students graduating with an A.A. degree or finishing the sophomore year in a baccalaureate institution will exit with the following competencies:

- Complete transfer applications
- Complete scholarship and financial aid applications
- Complete CLAST and other testing
- Continue to monitor academic progress
- Solidify a program of study
- Visit upper level institution(s) to explore educational options
- Develop plan for orientations and/or placement testing at upper level institutions
- Develop and complete an exit checklist to ensure smooth transition to next level
- Identify a life plan and goals
- Identify life skills to plan for junior year of college
- Understand the benefits of participating in alumni activities

Evaluation of Post-Secondary competencies can be done several different ways depending on which is most suited for the degree goal. Referring to the list of exit competencies for the completion of an associate degree, the methods of assessment could be either a checklist, portfolio, appointment with academic advisor or counselor, or attendance at Transfer Workshop.

Each of these methods could be used independently or in combination with each other. Below is a suggestion of how to assess the following competencies. Please refer to the key above each table.

KEY: CL = Checklist P = Portfolio AP = Appointment W = Workshop

Associate in Arts Degree Competencies	CL	P	AP	W
Student has completed transfer applications.	X	X		X
Student has completed scholarship and financial aid applications.	X	X		X
Student has completed CLAST requirements and other testing requirements.	X	X	X	
Student can demonstrate continuous monitoring of academic progress.			X	
Student has finalized a program of study.	X		X	
Student has visited upper level institutions to explore educational options.	X	X	X	X
Student has developed a plan for orientation and/or placement testing at upper level institutions.	X	X		

Student has developed an exit checklist to ensure smooth transition to next level.	X	X	X	
Student can identify a life plan and goals.			X	X
Student can identify life skills to plan for junior year of college.	X		X	X
Student can understand the benefits of participating in alumni activities.			X	X

A.S. Degree General Competencies

Students graduating with an A.S. degree prepared to enter the workforce will develop the following competencies:

- Understand degree requirements
- Monitor academic progress
- Clarify educational and career plans
- Understand policies, procedures, and responsibilities
- Learn about on and off campus resources
- Develop effective learning strategies and techniques for college success
- Develop effective strategies for job search
- Learn benefits of community involvement and connection to career goals and personal development
- Develop and/or solidify social and interpersonal skills
- Learn value of joining co-curricular or extra-curricular activities
- Clarify and learn appropriate workforce behavior, expectations, and skills
- Develop skills through internships, service learning, and cooperative work experiences

A.S. Degree Exit Competencies:
Students graduating with an A.S. degree prepared to enter the workforce will exit with the following competencies:

- Develop and complete an exit checklist to ensure smooth transition to next level
- Identify, apply for, interview for, and obtain employment
- Identify life skills to plan first year out of college
- Articulate the skills obtained for degree and have an awareness of job match/marketability
- Identify a life plan and goals
- Understand benefits of participating in alumni activities

Evaluation of Post-Secondary competencies can be done several different ways depending on which is most suited for the degree goal. Referring to the list of exit competencies for the completion of an associate degree, the methods of assessment could be either a checklist, portfolio, appointment with academic advisor or counselor, or attendance at Transfer Workshop.

Each of these methods could be used independently or in combination with each other. Below is a suggestion of how to assess the following competencies. Please refer to the key above each table.

Associate in Science Degree Competencies	CL	P	AP	W
Student has developed an exit checklist to ensure smooth transition to next level.	X	X		X
Student has identified, applied, and interviewed for and obtained employment.	X	X		X
Student can identify life skills to plan first year out of college.	X		X	X
Student can articulate a skill obtained for degree and has an awareness of job match/accountability.			X	X
Student has developed a life plan and goals.		X	X	
Student can understand the benefits of participating in alumni activities.			X	X

Junior and Senior Levels General Competencies:

Students who transfer with an Associate degree or continue from lower division will develop the following competencies:

- Understand degree requirements for upper division level
- Monitor academic progress
- Clarify educational and career plans
- Understand policies, procedures, and responsibilities
- Complete scholarship and financial aid applications
- Understand on and off campus resources
- Develop effective learning strategies and techniques for college success
- Understand the benefits of community involvement and connection to career goals and personal developrnent
- Develop and/or solidify social and interpersonal skills
- Understand value of joining co-curricular or extra-curricular activities
- Understand benefits of membership in professional associations
- Understand benefits of professional presentations and publications
- Understand entrance requirements for graduate level education

When the degree goal for the student is a bachelor's degree or a graduate degree, the evaluation of exiting competencies is very similar and can be done several different ways. As you refer to the list of exit competencies for the completion of a bachelor degree or post-graduate education, consider that the methods of assessment can be a checklist, portfolio, and/or an appointment with academic advisor, counselor or professor. Each of these methods could be used independently or in combination with each other. Below is a suggestion of how to assess the following competencies. Please refer to the key above each table.

Exit Competencies for Students Entering Workforce:
Students who graduate with a baccalaureate degree prepared to enter the workforce will exit with the following competencies:

- Develop an exit checklist to ensure smooth transition to world of work
- Identify a life plan and goals
- Can identify, apply for, interview for, and obtain employment
- Identify life skills to plan first year out of college
- Articulate the skills obtained for degree and have an awareness of job match/marketability
- Understand certification and professional licensure requirements if applicable
- Plan and/or complete certification or professional licensure applications and/or examinations if applicable
- Understand benefits of membership in professional associations
- Understand benefits of professional presentations and publications

KEY: CL = Checklist P = Portfolio AP = Appointment W = Workshop

Student Competencies for Entering the Workforce	CL	P	AP	W
Student has developed an exit checklist to ensure smooth transition to world of work.	X	X	X	
Student can identify a life plan and goals.		X	X	
Student can identify, apply and interview for, and obtain employment.			X	X
Student can identify life skills to plan first year out of college.			X	
Student can articulate the skills obtained for degree and has an awareness of job match and/or accountability.			X	X
Student understands and/or has completed any applicable certification and professional licensure requirements.	X		X	X
Student can demonstrate understanding of the benefits of membership in professional associations.			X	X
Student can demonstrate understanding of the benefits of professional presentations and publications.			X	X

Exit Competencies for Students Entering Graduate Level Education:
Students who graduate with a baccalaureate degree prepared to enter graduate level education will exit with the following competencies:

- Develop an exit checklist to ensure smooth transition to next educational level
- Identify a life plan and goals
- Understand entrance and degree requirements for graduate level education
- Monitor academic progress
- Clarify educational and career plans
- Understand policies, procedures, and responsibilities
- Visit upper level institution(s) to explore educational options
- Complete graduate school applications
- Apply for assistantships, fellowships, and financial aid
- Graduate entrance testing finalized
- Understand benefits of membership in professional associations
- Understand benefits of professional presentations and publications

Student Competencies for Entering Graduate Level Education	CL	P	AP	W
Student has developed an exit checklist to ensure smooth transition to next educational level.	X	X		
Student has developed a life plan and goals.		X	X	
Student can demonstrate an understanding of entrance and degree requirements for graduate level education.			X	X
Student can demonstrate continuous monitoring of academic progress.	X			X
Student has clarified educational and career plans.		X	X	X
Student can demonstrate understanding of policies, procedures, and responsibilities.			X	
Student has visited upper level institutions to explore educational options.	X	X		
Student has completed graduate school applications	X	X		
Student has applied for applicable assistantships, fellowships, and financial aid.	X	X		
Student has completed graduate entrance testing.	X	X		
Student can demonstrate understanding of benefits of membership in professional associations.			X	
Student can demonstrate understanding of benefits of professional presentations and publications.			X	

In addition to the above items being assessed through a portfolio, other suggestions for items to be placed into a portfolio are:

Resume	Work Experience/Internship Evaluations
Supervisor's Evaluations	Certificates/Diplomas
Completed Coursework	Special Competencies
Professional Associations	Presentations/Publications

Use of the format of an individual appointment with a counselor or an advisor and/or attendance at a workshop can not only permit assessment of skills that have been achieved, but can also further develop those skills that may need to be strengthened or acquired.

Resources for Comprehensive Student Development and School-To-Career Curriculum

There are many resources for classroom, school and community based activities which will work well to achieve the learning objectives contained throughout this comprehensive student development curriculum. The activities contained in the appendices of this curriculum guide are intended only as examples of what can be done with students. Other resources for information and activities are listed below.

Assessment

Career Cruiser: www.firn.edu/doe/bin00056/!cruzer.htm or 1-800-342-9271

CHOICES and CHOICES, Jr. Available through Florida Department of Education

Crites, J. (1998). Career Maturity Index, Available from Careerware, 1-800-267-1544

Info Tracker, Available from TechLan at www.tlcom/infotrak.htm or at Phone - 800-947-8460; 4900-C Mercer University Dr., Macon, Georgia 31210

Curriculum Activities

Broward County Public Schools (1990). Comprehensive guidance and counseling programs. Ft. Lauderdale, FL: Author.

Center on Education and Work. (1992). Developmental guidance classroom activities for use with National Career Development Guidelines: Grades K-12 (4 volume set). Madison, Wisconsin: University of Wisconsin.

Chew, C. (1995). School-to-work transition: Resources for counseling. Madison, Wisconsin, Center on Education and Work.

Commonwealth of Virginia Department of Education, (1998). Career Connections. Richmond, VA: Author.

Florida Department of Education, (1990). Insights: A self and career awareness program (three volume set). Tallahassee, FL: Author.

School Board of Volusia County, (1998). K-12 Developmental guidance plan. Volusia County, FL: Author

Wisconsin Department of Public Instruction. (1996). The Wisconsin developmental guidance model. Milwaukee, WI: Author.

National Standards

Campbell, C.A. & Dahir, C.A. (1997). The national standards for school counseling programs. Alexandria, VA: American School Counseling Association.

National Career Development Association (1996). National career development standards, Alexandria, VA: Author.

United States Department of Labor (1991). What work requires of schools: A SCANS report for America 2000. Washington, D.C.: U.S. Government Printing Office.

School-to-Careers, School Counseling and Comprehensive Student Development

Florida Department of Education (1992). Florida's Student Development Program: A Framework for Developing Comprehensive Guidance and Counseling Programs for a School-To-Work System. Tallahassee, FL: Author.

Perry, N. & Ward, L. (1997). Helping students plan careers: A school-to-careers guide for counselors. American Vocational Association: Alexandria, VA.

Web sites of interest: (Many of these sites have hot links to other important sites too numerous to mention)

American School Counselor Association: www.schoolcounselor.org

Association for Career and Technical Education (formerly the AVA): www.avaonline.org

Career Counseling resources: seamonkey.ed.asu.edu/~gail/career.htm

Career Mosaic: www.careermosaic.com

eXploring Careers: www.explore.cornell.edu/

Florida School-To-Work Initiatives: www.stw.ed.gov/Database/State2.cfm

Florida Department of Education Publications:
www.firn.edu/doe/bin00051/pub_man.htm

Florida Division of Workforce Development:
www.firn.edu/doe/bin00051/home0051.htm

National Career Development Association: www.ncda.org

National Center for Research in Vocational Education: ncrve.berkeley.edu

National Occupational Information Coordinating Committee:
www.noicc.gov/

National School-to-Work Office: www.stw.ed.gov/

University of Wisconsin Center for Education and Work: www.cew.wisc.edu/

US Department of Education: www.ed.gov/

What exemplary career development programs should look like:
ncrve.berkeley.edu/MDS-855

Appendices for Post-Secondary Curriculum Matrix

1.10 Instructor Awareness Self-Evaluation
1.11 Vocational Technical Center Student Handbook (Contents & Test)
1.12 Edison Community College Orientation Checklist
1.13 Local Employer Employee Handbook (Table of Contents)
1.14 Course Outline for School Success Skills course
1.15 Financial Aid Applications
1.16 College Placement Testing Brochure
1.17 Vocational Course Competency Checklist
1.18 Cooperative Education Employer Evaluation
1.19 Electrical Employer Evaluation of Student Performance
1.20 Study Skills
1.21 Tutorial Services
1.22 Time Management
1.23 Stress Management
1.24 Counseling Services Brochure
1.25 Personality Types in Work Situations
1.26 Communication Styles in the Workplace
1.27 Speech Course Outline
1.28 Behavioral Improvement Plan
1.29 Goal Setting Guidelines/Worksheets
1.30 Student Organizations

2.10 Informational Interviewing
2.11 Work Values
2.12 Motivated Skills
2.13 List of Assessments
2.14 Occupational Outlook Handbook (excerpt)
2.15 CHOICES
2.16 Job Shadowing
2.17 Job Search
2.18 Completing Applications
2.19 Writing Resumes and Cover Letters
2.20 Electronic Resumes
2.21 Interviewing Tips
2.22 Florida Workforce 2005

3.10 Wellness Information

4.10 Sample Community Resource Lists
4.11 Sample of campus-based activity
4.12 Sample of community-based activity

CAREER AWARENESS CHECKLIST FOR TEACHERS

This is a School-to-Work test for TEACHERS. Take a few minutes to evaluate your teaching methods to see if they relate to the vision of connecting school-based activities with work-based activities.

INSTRUCTION: Check the most appropriate response as it relates to the classes you currently teach.

In my classes I teach the following:	Planned part of the curriculum	Occasionally taught	Rarely taught	Never taught
1. Attitudes toward work and their effect on career success.				
2. Attitudes toward productive use of leisure time.				
3. Student ideas on career choices are discussed.				
4. Students research careers and visit job sites.				
5. Economic awareness is taught.				
6. Education/training needed for various careers is discussed.				
7. Employability skills are taught.				
8. Local employers are guest speakers.				

9. Parents share work experiences with the class.				
10. Students do "team" problem solving and critical thinking.				
11. Simulations are used to create a work environment.				
12. Students complete electronic research.				
13. Assignments are related to activities that occur in the real world of work.				
14. Technology is used in instruction.				
15. Emphasis is on a global economy.				

HOW DID YOU RATE? If you had 10 or more of these activities as a "Planned Part of the Curriculum," you are on the right track in leading your students from school to work.

Carolyn Gorton
Assistant Principal
Charlotte Vocational Technical Center
Secondary/Post-Secondary
941- 255-7500

LEE
COUNTY
HIGH TECH
CENTER
CENTRAL

3800
Michigan Ave.
Fort Myers,
Florida 33916

(941) 334 4544

1998-1999 HANDBOOK CALENDAR

SCHOOL ADMINISTRATION

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Director

Susan B. Cooley
Assistant Director

Georgianna W. McDaniel
Assistant Director

Richard J. Hoptar
Trade Extension Coordinator

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Accredited by the
Council on Occupational Education

Programs Approved for Veterans Training
by the State Approving Agency
under the Florida Department of Veterans Affairs

All programs and courses are open for enrollment to all students without regard to race, color, sex, creed, religion, age, national origin, or handicap.

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WELCOME

The faculty and the staff of the Lee County High Tech Center Central welcome you to our school. We hope your attendance in the educational program of your choice will make it possible for you to achieve success in your career goals.

Both students and school personnel must work together for you to gain from this educational experience. The school has the responsibility of providing the highest quality training program; the student has the responsibility of taking advantage of this opportunity. A cooperative effort must be maintained in order for you to benefit from your program.

STUDENT HANDBOOK

This student handbook is intended as an aid to the student attending the Lee County High Tech Center Central (High Tech Central). It is suggested that the handbook be kept as a source of reference throughout your stay at High Tech Central. It contains general information regarding student activities and many school policies and procedures. This handbook is intended to supplement the school catalog.

THE STUDENT HANDBOOK IS REVISED AND PRINTED EACH YEAR, AND THIS COPY AND ITS CONTENTS SUPPLANTS ALL PREVIOUS ISSUES REGARDLESS OF ENTRY DATE.

MISSION STATEMENT

The mission of Lee County High Tech Center Central is to prepare students for the world of work by providing quality education delivered by a professional and caring staff in a positive learning environment.

VISION STATEMENT

All students enrolled would successfully complete the vocational/technical program of their choice and be locally employed to help meet the needs of business and industry within our community.

PHILOSOPHY

The philosophy and purpose of Lee County High Tech Center Central have been the guide to the operation of the institution since its inception. The programs offered at High Tech Central are determined by needs assessment and are based on the beliefs that: Education is a continuing process and assumes the responsibility for offering all of

TEST - STUDENT HANDBOOK

Lee County High Tech Central

Name _____ Program _____ Date _____

1. Fees are due the first day of class every quarter:
   True False

2. Financial aid is available to eligible students.
   True False

3. Students are required to be covered by accident insurance.
   True False

4. A certification of program completion is determined by:
   a. satisfactory completion of course objectives
   b. grade "B" or better and completion of 85% of competencies
   c. both "a" and "b" are correct

5. The SAIL Lab (Learning Center) is primarily available to help students:
   a. get a job
   b. develop skills in language, mathematics and reading
   c. get acquainted with other students
   d. an activity to fill a void

6. School phones in teacher's offices, classrooms or shops are to be used:
   a. anytime
   b. for emergencies only
   c. not at all
   d. for students to receive personal calls

7. Medical problems should be discussed with counselors:
   a. never
   b. sometimes
   c. at the time of enrollment

8. Instructors must be notified of all injuries:
   a. never
   b. if very bad
   c. no matter how small

9. High school students becoming ill will be able to leave campus:
   a. when parent or guardian has been notified
   b. anytime
   c. never

10. Safety devices must be used:
    a. when required
    b. if the students wants to
    c. never

11. Safety must be observed at all times:
    True False

12. An emergency evacuation poster with escape routes should be posted in each classroom and lab/shop area.
    True False

13. The most accurate, basic mission of High Tech Central is:
    a. learn a trade
    b. earn high school credits
    c. start your own business
    d. **prepare you for employment**

14. A student's attitude is not very important to grades.
    True False

15. For 36 weeks of satisfactory progress, high school students can earn ___ credits.

16. A student leaving class must:
    a. have permission from the instructor
    b. get up and leave at anytime
    c. never leave classroom

17. The following student conduct will result in a probation, suspension or withdrawal from school:
    a. illegal behavior
    b. prohibitive behavior
    c. both of the above

18. Students who do not meet the standards of progress for their program may be withdrawn for unsatisfactory progress and may not re-enroll in that program without the appropriate approval of-
    a. the Occupational Specialist and Director
    b. the Instructor, School Administration, and Guidance Counselor
    c. a Guidance Counselor only

19. The student dress code DOES NOT permit:
    a. shorts
    b. spandex pants
    c. tank tops
    d. torn or excessively worn garments
    e. all of the above

20. Students who are cited for wearing inappropriate clothing will be sent home to change or may have a family member bring the appropriate clothing.
    True False

21. Looking at the campus map on the last page of the Student Handbook, the Carpentry program is located in:
    a. Building C
    b. Building G
    c. Building H

22. For <u>adult students</u>, at the conclusion of the ____ day of accumulated absences, excused or unexcused, the teacher will complete the attendance documentation form and give it to an administrator:
    a. 3 rd
    b. 5 th
    c. 8th
    d. 10th

23. Students with poor attendance may be withdrawn from the program.

True False

24. The name of High Tech Central's student newspaper is:
a. "The Voice"
b. "The Vo-Tech News"
c. "The Soaring Scene"
d. "The Vocational Voice"

25. If a student is unable to report to class or will be late, he/she must notify the instructor:

a. before school starts
b. the following day
c. within the first hour of class

26. Transcripts of grade and course results will be issued:
a. never
b. upon written request from student
c. anytime they are asked for

27. A student who receives the letter grade of "C" on a written test would have scored:
a. 77% - 84%
b. 70% - 76%
c. 85%

28. Students who are tardy or leave class early, will:
a. be excused
b. have time deducted from hours of class participation
c. never be permitted
d. be marked unexcused unless approved by the teacher and/or a school administrator

29. Teachers submit daily reports on student attendance.
True False

30. Parking for students is permitted:
a. anywhere on campus
b. in designated areas only or where wheel bumpers or spaces are not marked for special use
c. where wheel bumpers or spaces are marked for special use

31. Parking behind shop areas is restricted to faculty parking only, except for students who will be working on their personal vehicles with the instructor's permission.

True False

32. The majority of classes start at _____ and end at _____

33. Lunch breaks are _____ minutes in length.

34. Students returning late from lunch will be given an excused absence.

True False

35. The speed limit on High Tech Central campus is ____ MPH.

36. Parking permits or parking hangers must be displayed in the vehicle to be parked on campus.
True False

37. Personal tools, notebooks, pen and pencils, special clothing and other supplies not covered by fees are the studen responsibility to purchase and maintain.
True False

38. For high school students, after the ____ absence, a letter will be sent to parents advising them of possible credit loss.
a. 3rd
b. 5th
c. 7th
d. 10 th

39. Cafeteria style meals are available in the Culinary Arts building during the lunch times at reasonable rates.
True False

40. Job placement is the responsibility of-
a. the student's instructor
b. the Occupational Placement Specialist
c. the Guidance Counselor
d. all of the above

41. High Tech Central has a staff member from the Florida Jobs & Benefits Agency on campus.
True False

42. At High Tech Central, one of the programs to extend learning experiences in a job situation while still enrolled an industrial program is called Industrial Cooperative Education (ICE).
True False

43. All students are required to bring in a written note with certain information upon return from an absence.
True False

44. Choose the most accurate sentence.
a. High school students are not allowed to smoke on campus.
b. Adult students are not allowed to smoke on campus.
c. Students can smoke anywhere on campus.
d. Both "a" and "b" are correct.

45. To receive a certificate of completion students must:
a. maintain a "B" grade in their vocational/technical program
b. complete all competencies and maintain a "B" grade in their vocational/technical program
c. maintain a grade of "B" in their vocational/technical program AND score minimum state levels in math, reading and language and complete 85% of program competencies.

STEPS TO BECOMING AN EDISON COMMUNITY COLLEGE STUDENT

APPLY: Complete your application and bring or mail it to the Edison Community College Office of Admissions at the Lee, Charlotte or Collier County location.

High School Transcripts: Have an "Official Final High School Transcript" sent from your high school to the Edison Community College campus of your choice.

Orientation: Call the campus you plan to attend and register for Orientation.

Lee County Campus: (941) 489-9230 or (941) 489-9318
Collier County Campus: (941) 732-3703
Charlotte County Campus: (941) 637-5600
Toll Free if out of area: (800) 749-2ECC

ACT/SAT: If you have taken the ACT or SAT, bring a copy of your test scores to orientation with you. If you have not taken the ACT or SAT, or if your scores do not meet the minimum requirement level, please call and register to take the Florida Community College Entry Level Placement Test (FCLEPT) at the Edison Community College campus nearest you:

LEE CAMPUS
8099 College Pkwy. SW
Ft. Myers, FL 33906
(941) 489-9384

CHARLOTTE CAMPUS
26300 Airport Road
Punta Gorda, FL 33950
(941) 637-5600

COLLIER CAMPUS
7007 Lely Cultural Pkwy.
Naples, FL 34113
(941) 732-3703

HENDRY & GLADES COUNTY - (800) 749-2ECC

Advising: An advising specialist will help you choose your courses, after you receive clearance from the assessment center.

Scheduling and Registration: After you sign up for classes, you will be given a print out of your courses ("Schedule and Fee Receipt, Student Identification"). It is to your benefit to register early so that you may get the class selections and times preferred.

Fee Payment: You *must pay* for your classes by the date indicated at the bottom of your "Schedule and Fee Receipt". If you are receiving financial aid, call the Office of Financial Aid on the Lee County Campus, (941) 489-9336, Collier County Campus, (941) 732-3705, or the Charlotte County Campus (941) 637-5600.

A-STUDENT CENTERED LEARNING COLLEGE

EMPLOYEE HANDBOOK

FORT MYERS, FL 33906-6182

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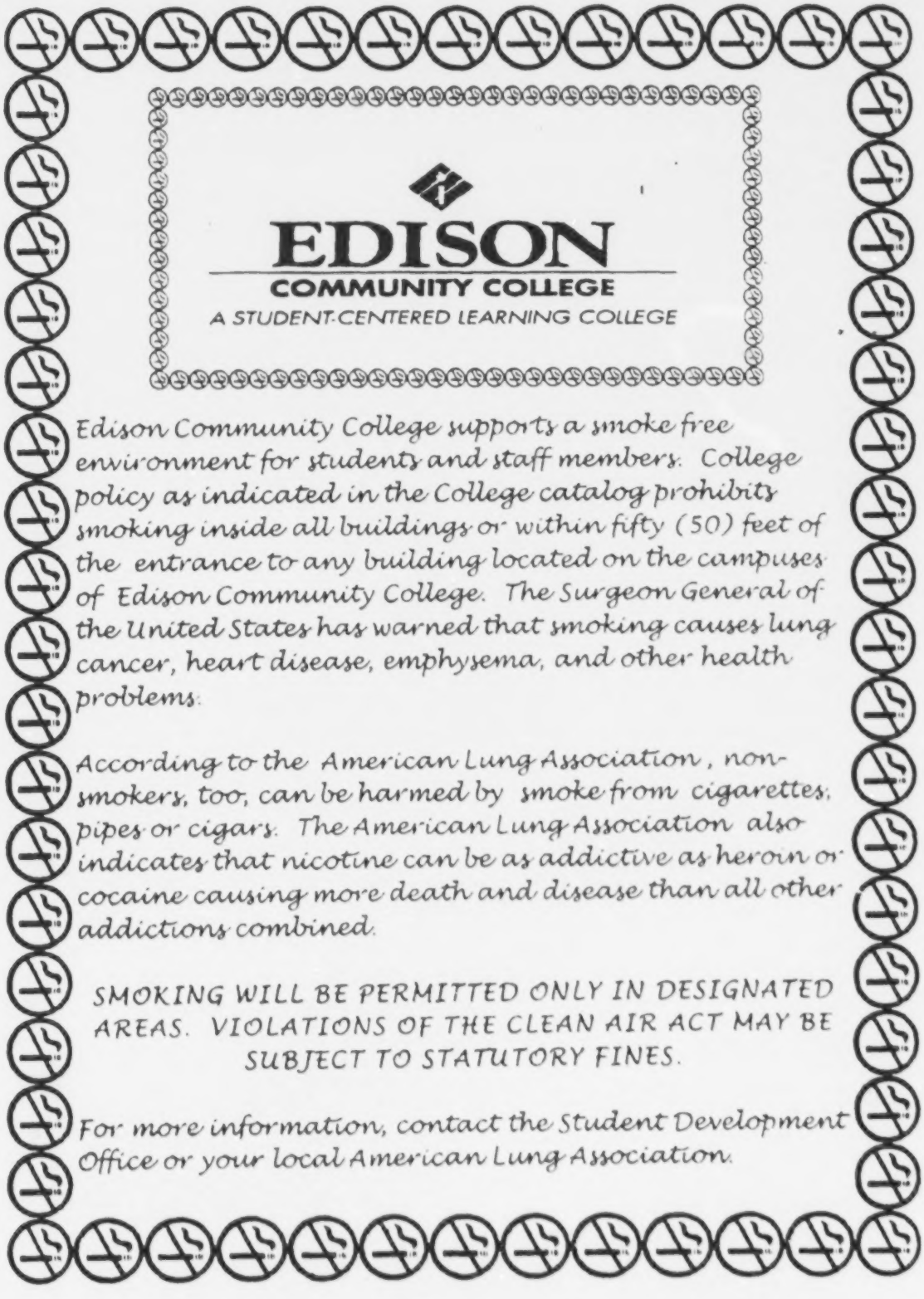

EDISON
COMMUNITY COLLEGE
A STUDENT-CENTERED LEARNING COLLEGE

Edison Community College supports a smoke free environment for students and staff members. College policy as indicated in the College catalog prohibits smoking inside all buildings or within fifty (50) feet of the entrance to any building located on the campuses of Edison Community College. The Surgeon General of the United States has warned that smoking causes lung cancer, heart disease, emphysema, and other health problems.

According to the American Lung Association, non-smokers, too, can be harmed by smoke from cigarettes, pipes or cigars. The American Lung Association also indicates that nicotine can be as addictive as heroin or cocaine causing more death and disease than all other addictions combined.

SMOKING WILL BE PERMITTED ONLY IN DESIGNATED AREAS. VIOLATIONS OF THE CLEAN AIR ACT MAY BE SUBJECT TO STATUTORY FINES.

For more information, contact the Student Development Office or your local American Lung Association.

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SLS 1101

SUMMER B 1997

Professors: Kathie Morris/Rodney Dennison/Susan Potts/
Jeff Madia/Dr. Don Leonard
Office: Sabal Hall - Counseling Center
Phone: 489-9230
Office Hours: Monday - Friday --- 8:30 am - 4:30 pm

COURSE OUTLINE

I. SLS 1101 - College Success Skills

II. Textbook Requirement - BECOMING A MASTER STUDENT, (8th Edition) Ellis, D.B.

III. General Course Information

This course is designed to make the adjustment of the first time entering college student, and the re-entering student, more comfortable and successful, and to help the student develop effective learning strategies and techniques in order to be successful in college studies. The overall emphasis of the course is to positively impact upon the academic performance, social adjustment, personal growth and career decision making of the student.

IV. Specific Objectives

The objective of this class will be achieved by lectures, discussions, group exercises, research exercises, films, guest speakers and oral presentations. At the completion of this course, the student will be able to:

A. Describe ways to create a responsible, successful, and satisfying experience at college.
B. Locate and utilize campus and community resources.
C. Describe methods to organize and manage time more effectively.
D. List strategies and techniques for memory enhancement and improvement of test taking skills.
E. Know how to develop an educational and career plan.

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F. Examine attitudes and behaviors in the areas of personal relationships, budgeting money, substance use, and physical and psychological health.

V. Student Requirements

A. Students are required to attend class and to read the assigned material prior to class discussion of that material.
B. Students are expected to be active participants in class discussions and exercises.
C. Students are required to complete all written assignments on time. These assignments must be neatly typed, word processed, or handwritten.
D. Students are required to use a word processor (or type) the Research Project.
E. Students are required to take quizzes and the final exam as scheduled.

VI. Attendance

Students are expected to attend all classes (on time and with required materials). The student will be allowed 2 absences before his/her grade in the course will be affected. Students missing more than 3 classes will receive an "F" for the course.

***Special Note #1.** - 2 points will be deducted for each absence after 2.

Note #2. - Course Withdrawal Policy -- A student can withdraw without academic penalty from a course by the mid-point of that term and receive a "W". Withdrawals after that date will be granted only through established institutional procedures. In order to withdraw the student must complete a request to withdraw or "drop" a course. This request can be secured in the Counseling or Registration Office and be turned in at the Registration Office.

VII. Grading

Final grades will be based on a point system. Points may be earned as follows:

Strong Campbell Interest Inventory....	5
Myers-Briggs Type Indicator.....	5
Discovery Wheel (Pre-test)(Chapter 1).	5
Discovery Wheel (Pre-test)(Chapter 14)	5
College Scavenger Hunt.....	10
Time Monitor Plan.....	10
Library Card	5
Journal Entries.....	15
Educational Plan	10
Quiz (12 at 2 points ea.).....	60
Attendance.....	54
Career Project/Written/Interview/Presentation.....	50
Final	50
T O T A L	284

Extra credit to be announced. Cannot exceed 20 points.

Letter grades will be assigned as follows:

90 - 100%	(284 - 256 points)	=	A
80 - 89%	(255 - 227 points)	=	B
70 - 79%	(226 - 199 points)	=	C
60 - 69%	(198 - 170 points)	=	D
Below 60%	(Below 169 points)	=	F

Note: NO MAKE-UPS ARE AVAILABLE FOR QUIZZES

LATE ASSIGNMENTS MAY HAVE POINTS DEDUCTED

If you have a disabling condition, you may be eligible for assistance. To receive assistance, an accommodations form and verification of disability must be filed with Nanci Karczewski, Applied Technology Coordinator for Disabled students.

Professor Kathie Morris

Free Application for Federal Student Aid 1997–98 School Year

U.S. Department of Education
Student Financial Assistance Programs

Other ways to apply. You must use one of the Federal applications to apply for aid from the Federal student aid programs listed on the right. If you were in college last year and meet certain conditions, you will receive a Renewal Application in the mail or from your school early in 1997. Or you may use FAFSA Express, a software program that allows you to fill out your application on a computer with a modem. Check at your high school, college, public library, or Educational Opportunity Center for FAFSA Express, or you can download the FAFSA Express software from our Web page: http://www.ed.gov/offices/OPE/express.html. Do not submit more than one application.

You can also use these applications to apply for most state and some private aid, although certain state and private aid programs may require an additional form. To find out more about which forms to use, contact your high school counselor, college financial aid office, or state scholarship and grant agency.

Be sure to read INFORMATION ON THE PRIVACY ACT AND USE OF YOUR SOCIAL SECURITY NUMBER on page 12.

WARNING: You must fill out this form accurately. The information that you supply can be verified by your college, your state, or by the U.S. Department of Education.

You may be asked to provide U.S. income tax returns, the worksheets in this booklet, and other information. If you can't or don't provide these records to your college, you may not get Federal student aid. If you get Federal student aid based on incorrect information, you will have to pay it back; you may also have to pay fines and fees. If you purposely give false or misleading information on your application, you may be fined $10,000, sent to prison, or both.

WHAT IS THIS APPLICATION FOR?

Federal Student Financial Aid

"Federal student financial aid" means Federal grant, loan and work-study money for your education.

The Federal student assistance programs can help you pay for most kinds of education after high school. The aid is available if you are attending a college, a professional school, or a vocational or technical school. This application is for Federal student financial aid for the 1997-98 school year (July 1, 1997 - June 30, 1998).

State and College Student Financial Aid

Contact your state scholarship/grant agency or college financial aid administrator to find out whether you need to complete any form(s) in addition to the FAFSA, and what types of aid you might be eligible for. Be sure to see the **deadline dates** under "Deadlines for State Student Aid" on page 10. Some colleges also have their own deadlines, which may be earlier than the Federal deadline.

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For more information on applying for student aid, see WHAT HAPPENS NEXT? on page 10.

This application is used for these Federal Student Financial Aid Programs

Federal Pell Grants
Federal Supplemental Educational Opportunity Grants (FSEOG)
Federal Subsidized and Unsubsidized Stafford Loans
Stafford/Ford Federal Direct Subsidized and Unsubsidized Loans
Federal Perkins Loans
Federal Work-Study (FWS)
Title VII and Public Health Act Programs

To be eligible, you must . . .

- be a U.S. citizen or eligible noncitizen,
- be registered with Selective Service (if required),
- attend a participating college,
- be working toward a degree or certificate,
- be making satisfactory academic progress,
- not owe a refund on a Federal grant or be in default on a Federal educational loan, **and**
- have financial need (except for Unsubsidized Stafford Loans).

In addition:

- Federal student loans must be repaid.
- Less-than-half-time students may be eligible for Federal Pell Grants and some other Federal student aid programs.
- Students who have received a bachelor's degree are not eligible for Federal Pell Grants or FSEOG, but may be eligible for other Federal student aid programs.
- Students attending two schools in the same enrollment period must inform both FAAs. Students can not receive Pell Grants at both schools.
- Conviction of drug distribution or possession may make a student ineligible.

DEADLINES

FEDERAL STUDENT AID—JANUARY 1, 1997 TO JUNE 30, 1998
You should apply as early as possible **but not before January 1, 1997**. Mailing in your form is only the first step in applying for student aid. **This form can not be processed after June 30, 1998.**

FOR STATE STUDENT AID—SEE PAGE 10
State deadlines may be earlier than the Federal deadline. Your state may also require an additional form. Check the requirements and deadlines.

FOR COLLEGE AID—CHECK WITH YOUR FINANCIAL AID OFFICE. Colleges may have their own deadlines and applications for awarding student aid.

If you (and your family) have unusual circumstances, such as tuition expenses at an elementary or secondary school, unusual medical or dental expenses not covered by insurance, a family member who recently became unemployed, or changes in income or assets that affect your eligibility for financial aid, complete this form and then check with your college financial aid office.

WORKSHEET #3 *(Keep this worksheet. Your college may ask to see it.)*

(Note: On this worksheet, use amounts for the **calendar year from January 1, 1996 to December 31, 1996**, rather than amounts for the school year.)

	For question 64 Student/Spouse	For question 76 Parent(s)
1. Grant and scholarship aid in excess of tuition, fees, books, and required supplies that you reported or will report on your 1996 income tax return (FAFSA questions 55 and/or 67) and/or, as your earned income (FAFSA questions 57, 58, and/or 69, 70)	$ .00	$ .00
2. Taxable earnings from Federal Work-Study or other need-based work programs	+ .00	+ .00
3. Allowances and benefits received under the National and Community Service Trust Act of 1993 (AmeriCorps awards)	+ .00	+ .00
4. Child support **PAID** because of divorce or separation, by student & spouse, or by the parent(s) whose income is reported on this form. (Do not include support for children living in your home.)	+ .00	+ .00
5. **TOTAL: Write this amount in question 64 and/or 76:**	$ .00	$ .00

Information on the Privacy Act and Use of Your Social Security Number

The Privacy Act of 1974 requires that each Federal agency that asks for your social security number or other information must tell you the following:

1. Its legal right to ask for the information and whether the law says you must give it.
2. What purpose the agency has in asking for it and how it will be used.
3. What could happen if you do not give it.

You must give your social security number (SSN) to apply for Federal student financial aid. The U.S. Department of Education's legal right under the Title IV programs to require that you provide us with your SSN is based on Section 484(a)(4)(B) of the Higher Education Act of 1965, as amended. The SSN is used under the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, and Federal Work-Study programs in recording information about your college attendance and progress, and in making sure that you have received your money. The SSN is also used under the Federal Family Education Loan, Federal Direct Student Loan, and Federal Perkins Loan programs to identify the applicant, to determine program eligibility and benefits, and to permit servicing and collecting of the loans.

If you are applying for Federal student aid only, you must fill out everything except questions 12, 18, 20-21, 22-23, 24-28, 29, 30, 50-92, 103, 104, and 105. If you wish to be considered for state student aid, you must fill out all of the questions, and do not answer "No" to question 104. The authority to request all other information (except the SSN) is based on sections 474, 475, 476, 477, 479, 480, and 483 of the Higher Education Act of 1965, as amended. This information is used to determine the amount of Federal student aid for which you may be qualified.

The information which you supplied may be disclosed to third parties that the Department has authorized to assist in administering Federal student aid programs. This disclosure may include private firms that the Department contracts with for the purpose of collating, analyzing, totalling or refining records in the system and who are required to maintain safeguards under the Privacy Act. This may also be accomplished through computer matching programs with other Federal agencies for verification of information as to eligibility for benefit programs, debt collection and the prevention of fraud, waste, and abuse. For example, such computer matching programs include the ones conducted with the Selective Service System, the Social Security Administration, and the Immigration and Naturalization Service, and in cooperation with the Department of Justice to enforce Section 5301 of the Anti-Drug Abuse Act.

We will provide your name, address, social security number, date of birth, expected family contribution number, student status, and state of legal residence to the financial aid agency(ies) in your state of legal residence, even if you answer "No" in question 104. This information will go to the state agencies in your state of legal residence to help coordinate state financial aid programs with Federal student aid programs. We will also provide your application information to the college(s) you listed in Section H, or its representative. We will also send your information to the financial aid agency(ies) in the state(s) in which the college(s) is located, but only if you do not answer "No" in question 104. We will provide calculations and determination of eligibility to the agency with which you filed a student aid application or another similar agency, if you request us to do so. That agency may also release information received from the Department to colleges, state scholarship agencies, and loan guaranty agencies that you have designated to receive information. Also, we may send information to members of Congress if you ask them to help you with Federal student aid questions. If your parents or your spouse provided information on the form, they may also request to see all the information on the application (as covered by their certification).

If the Federal government, the Department, or an employee of the Department is involved in litigation, we may send information to the Department of Justice, or a court or adjudicative body, if the disclosure is related to financial aid and certain other conditions are met. The information may also be made available to Federal agencies which have the authority to subpoena other Federal agencies' records. In addition, we may send your information to a foreign, Federal, state, or local enforcement agency if the information that you submitted indicates a violation or potential violation of law, for which that agency has jurisdiction for investigation or prosecution. Finally, we may send information regarding a claim which is determined to be valid and overdue to a consumer reporting agency. This information includes identifiers from the record, the amount, status and history of the claim and the program under which the claim arose.

This form can not be processed after June 30, 1998.
See pages 1 and 10 for deadlines.

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Section F: 1996 Income, Earnings, and Benefits

You must see Instructions, pages 5 and 6, for information about tax forms and tax filing status, especially if you are estimating taxes or filing electronically or by telephone. These instructions will tell you what income and benefits should be reported in this section.

The following 1996 U.S. income tax figures are from:	STUDENT (& SPOUSE) *Everyone must fill out this column.* 53. *(Fill in one oval.)*	PARENT(S) 65. *(Fill in one oval.)*
A—a completed 1996 IRS Form 1040A, 1040EZ, or 1040TEL	A	A
B—a completed 1996 IRS Form 1040	B	B
C—an estimated 1996 IRS Form 1040A, 1040EZ, or 1040TEL	C	C
D—an estimated 1996 IRS Form 1040	D	D
E—will not file a 1996 U.S. income tax return *(Skip to question 57.)*	E	E *(Skip to 69.)*

		STUDENT (& SPOUSE)		PARENT(S)
1996 Total number of exemptions (Form 1040–line 6d, or 1040A–line 6d. 1040EZ filers—*see Instructions, page 6.*)		54.		66.
1996 Adjusted Gross Income (AGI: Form 1040–line 31, 1040A–line 16, or 1040EZ–line 4—*see Instructions, page 6.*)		55. $ .00	TAX FILERS ONLY	67. $ .00
1996 U.S. income tax **paid** (Form 1040–line 44, 1040A–line 25, or 1040EZ–line 10		56. $ .00		68. $ .00
1996 Income earned from work	(Student)	57. $ .00	(Father)	69. $ .00
1996 Income earned from work	(Spouse)	58. $ .00	(Mother)	70. $ .00

1996 Untaxed income and benefits (yearly totals only):

	STUDENT (& SPOUSE)	PARENT(S)
Earned Income Credit (Form 1040–line 54, Form 1040A–line 29c, or Form 1040EZ–line 8)	59. $ .00	71. $ .00
Untaxed Social Security Benefits	60. $ .00	72. $ .00
Aid to Families with Dependent Children (AFDC/ADC)	61. $ .00	73. $ .00
Child support received for all children	62. $ .00	74. $ .00
Other untaxed income and benefits from Worksheet #2, page 11	63. $ .00	75. $ .00
1996 Amount from Line 5, Worksheet #3, page 12 *(See Instructions.)*	64. $ .00	76. $ .00

Section G: Asset Information

ATTENTION!

Fill out Worksheet A or Worksheet B in Instructions, page 7. ***If you meet the tax filing and income conditions on Worksheets A and B, you do not have to complete Section G to apply for Federal student aid. Some states and colleges, however, require Section G information for their own aid programs. Check with your financial aid administrator and/or State Agency.***

Age of your older parent **84.**

	STUDENT (& SPOUSE)	PARENT(S)
Cash, savings, and checking accounts	77. $ .00	85. $ .00
Other real estate and investments value *(Don't include the home.)*	78. $ .00	86. $ .00
Other real estate and investments debt *(Don't include the home.)*	79. $ .00	87. $ .00
Business value	80. $ .00	88. $ .00
Business debt	81. $ .00	89. $ .00
Investment farm value *(See Instructions, page 8.)* *(Don't include a family farm.)*	82. $ .00	90. $ .00
Investment farm debt *(See Instructions, page 8.)* *(Don't include a family farm.)*	83. $ .00	91. $ .00

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Section H: Releases and Signatures

92–103. What college(s) do you plan to attend in 1997–98? *(Note: The colleges you list below will have access to your application information. See Instructions, page 8.)*

Housing codes 1—on-campus 2—off-campus 3—with parent(s) 4—with relative(s) other than parent(s)

	Title IV School Code	College Name	College Street Address and City	State	Housing Code
XX.	0 5 4 3 2 1	EXAMPLE UNIVERSITY	14930 NORTH SOMEWHERE BLVD. ANYWHERE CITY	S T	XX. 2
92.	E00576				93.
94.					95.
96.					97.
98.					99.
100.					101.
102.					103.

104. The U.S. Department of Education will send information from this form to your state financial aid agency and the state agencies of the colleges listed above so they can consider you for state aid. Answer **"No"** if you **don't** want information released to the state. *(See Instructions, page 9 and "Deadlines for State Student Aid," page 10.)* ..... 104. No ○

105. Males not yet registered for Selective Service (SS). Do you want SS to register you? *(See Instructions, page 9.)* ..... 105. Yes ○

106–107. Read, Sign, and Date Below

All of the information provided by me or any other person on this form is true and complete to the best of my knowledge. I understand that this application is being filed jointly by all signatories. If asked by an authorized official, I agree to give proof of the information that I have given on this form. I realize that this proof may include a copy of my U.S. or state income tax return. I also realize that if I do not give proof when asked, the student may be denied aid.

Statement of Educational Purpose. I certify that I will use any Federal Title IV HEA funds I receive during the award year covered by this application solely for expenses related to my attendance at the institution of higher education that determined or certified my eligibility for those funds.

Certification Statement on Overpayments and Defaults. I understand that I may not receive any Federal Title IV HEA funds if I owe an overpayment on any Title IV educational grant or loan or am in default on a Title IV educational loan unless I have made satisfactory arrangements to repay or otherwise resolve the overpayment or default. I also understand that I must notify my school if I do owe an overpayment or am in default.

Everyone whose information is given on this form should sign below. The student (and at least one parent, if parental information is given) must sign below or this form will be returned unprocessed.

106. Signatures *(Sign in the boxes below.)*

1 Student

2 Student's Spouse

3 Father/Stepfather

4 Mother/Stepmother

107. Date completed — Month Day — Year 1997 ○ 1998 ○

Section I: Preparer's Use Only

For preparers other than student, spouse, and parent(s). Student, spouse, and parent(s), sign in question 106.

Preparer's name (last, first, MI)

Firm name

Firm or preparer's address (street, city, state, ZIP)

108. Employer identification number (EIN)

OR

109. Preparer's social security number

Certification All of the information on this form is true and complete to the best of my knowledge

110. Preparer's signature Date

School Use Only

D/O ○ Title IV Code

FAA Signature

MDE Use Only *Do not write in this box* Special handle

MAKE SURE THAT YOU HAVE COMPLETED, DATED, AND SIGNED THIS APPLICATION.

Mail the original application (NOT A PHOTOCOPY) to: Federal Student Aid Programs, P.O. Box 4008, Mt. Vernon, IL 62864-8608

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If your parent(s) are not tax filers, write in your parents' earnings from work in 1996. Add up the earnings from your parents' W-2 Forms and any other earnings from work that are not included on the W-2 Forms.

71–75. Untaxed income and benefits for 1996.

71. Earned Income Credit. Report the total amount of your parents' Earned Income Credit from Form 1040–line 54, Form 1040A–line 29c, or Form 1040EZ–line 8.

72. Untaxed social security benefits for 1996. Write in the amount of **untaxed** social security benefits (including Supplemental Security Income) that your parents got in 1996. Don't include any benefits reported in question 67. Do not report monthly amounts; write in the total for 1996. Be sure to include the amounts that your parents got for you and their other children.

73. Aid to Families with Dependent Children (AFDC or ADC) for 1996. Do not report monthly amounts; write in the total for 1996. Do not report social security benefits here.

74. Child support received for all children. Include support received for the student. Don't report monthly amounts; write in the total received for 1996.

75. Other untaxed income and benefits for 1996. Use Worksheet #2 on page 11. Add up your parents' other untaxed income and benefits for 1996. Be sure to include your parents' deductible IRA/Keogh payments, if any.

76. 1996 Amount from Line 5, Worksheet #3. Enter the total amount from Line 5 on Worksheet #3 on page 12. Write in "0" if the worksheet items do not apply to your parents.

ATTENTION: COMPLETE WORKSHEET A IF YOU ARE FILLING OUT THE GRAY AND WHITE AREAS OR WORKSHEET B IF YOU ARE FILLING OUT THE GREEN AND WHITE AREAS TO SEE IF YOU NEED TO FILL OUT SECTION G.

WORKSHEET A—SIMPLIFIED NEEDS TEST

1. Did or will you (and your spouse) file a 1996 IRS Form 1040, and you (and/or your spouse) were not and are not eligible to file a 1996 1040A or 1040EZ?

   If "Yes"—fill out Section G, WHITE area, and the rest of this form.

   If "No"—fill out the rest of this Worksheet.

   Income from the STUDENT (& SPOUSE) column:

2. Question 55 $_____ .00
   OR
3. Questions 57 and 58 $_____ .00
   (only if you left question 55 blank)

If the answer from either **question 2 or 3 is less than $50,000**, you do not have to fill out Section G. Go on to Section H.

If the answer from either **question 2 or 3 is $50,000 or more**, complete Section G and the rest of this form.

WORKSHEET B—SIMPLIFIED NEEDS TEST

1. Did or will you and/or your parent(s) (both parents, if they are married) file a 1996 IRS Form 1040, and you and/or your parent(s) were not and are not eligible to file a 1996 1040A or 1040EZ?

   If "Yes"—fill out Section G, both WHITE and GREEN areas, and the rest of this form.

   If "No"—fill out the rest of this Worksheet.

   Income from the PARENT(S) column only

2. Question 67 $_____ .00
   OR
3. Questions 69 and 70 $_____ .00
   (only if you left question 67 blank)

If the answer from either **question 2 or 3 is less than $50,000**, you do not have to fill out Section G. Go on to Section H.

If the answer from either **question 2 or 3 is $50,000 or more**, complete Section G and the rest of this form.

Section G: Asset Information

Student (& Spouse) Asset Information

You must give information about your (and your spouse's) assets in Section G. If you are divorced or separated and you and your spouse have jointly owned assets, give only your portion of the assets and debts. Be sure to give information about assets held in trust for you (and your spouse).

If you (and your spouse) have assets owned jointly with someone else—such as a business or farm—give only your (and your spouse's) portion of the assets and debts.

In Section G, **do not include:**

- a home, if it is the principal place of residence,
- a family farm, as defined in question 82,
- personal or consumer loans, or any debts that are not related to the assets listed,
- the value of life insurance policies and retirement plans (pension funds, annuities, IRAs, Keogh Plans, etc.), or
- student financial aid.

77. Cash, savings, and checking accounts. Include the current balance of checking or savings accounts unless you (and your spouse) do not have access to the money because the state declared a bank emergency due to the insolvency of a private deposit insurance fund.

78. Other real estate and investments value. If you (and/or your spouse) own other real estate or have investments, write in how much they are worth **today**. Other real estate includes rental property, land, and second or summer homes. Include the value of portions of multifamily dwellings that are **not** the family's principal residence. Investments include trust funds, money market funds, mutual funds, certificates of deposit, stocks, bonds, other securities, installment and land sale contracts *(including mortgages held)*, commodities, precious and strategic metals, etc. Do not include your home.

79. Other real estate and investments debt. Write in how much you (and/or your spouse) owe on other real estate and investments.

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Section C: Your Plans *Answer these questions about your college plans.*

24–28. Your expected enrollment status for the 1997–98 school year *(See Instructions, page 3.)*

School term	Full time	3/4 time	1/2 time	Less than 1/2 time	Not enrolled
24. Summer term '97	1	2	3	4	5
25. Fall semester/qtr. '97	1	2	3	4	5
26. Winter quarter '97-98	1	2	3	4	5
27. Spring semester/qtr. '98	1	2	3	4	5
28. Summer term '98	1	2	3	4	5

29. Your course of study *(See Instructions for code, page 3.)* Code

30. College degree/certificate you expect to receive *(See Instructions for code, page 3.)*

31. Date you expect to receive your degree/certificate Month Day Year

32. Your grade level during the 1997–98 school year *(Fill in only one.)*

1st yr./never attended college	1	5th year/other undergraduate	6
1st yr./attended college before	2	1st year graduate/professional	7
2nd year/sophomore	3	2nd year graduate/professional	8
3rd year/junior	4	3rd year graduate/professional	9
4th year/senior	5	Beyond 3rd year graduate/professional	10

33–35. In addition to grants, what other types of financial aid are you (and your parents) interested in? *(See Instructions, page 3.)*

33. Student employment	Yes 1	No 2
34. Student loans	Yes 1	No 2
35. Parent loans for students	Yes 1	No 2

36. If you are (or were) in college, do you plan to attend **that same college** in 1997–98? *(If this doesn't apply to you, leave blank.)* Yes 1 No 2

37. For how many dependents will you (the student) pay child care or elder care expenses in 1997–98?

38–39. Veterans education benefits you expect to receive from July 1, 1997 through June 30, 1998

38. Amount per month $ .00

39. Number of months

Section D: Student Status

40. Were you born **before** January 1, 1974?	Yes 1	No 2
41. Are you a veteran of the U.S. Armed Forces?	Yes 1	No 2
42. Will you be enrolled in a graduate or professional program (beyond a bachelor's degree) in 1997-98?	Yes 1	No 2
43. Are you married?	Yes 1	No 2
44. Are you an orphan or a ward of the court, or were you a ward of the court until age 18?	Yes 1	No 2
45. Do you have legal dependents (**other than a spouse**) that fit the definition in Instructions, page 4?	Yes 1	No 2

If you answered **"Yes"** to **any** question in Section D, go to Section E and fill out **both the GRAY and the WHITE** areas on the rest of this form.

If you answered **"No"** to **every** question in Section D, go to Section E and fill out **both the GREEN and the WHITE** areas on the rest of this form.

Section E: Household Information

Remember:
At least one "Yes" answer in Section D means fill out the GRAY and WHITE areas.

All "No" answers in Section D means fill out the GREEN and WHITE areas.

STUDENT (& SPOUSE)

46. Number in your household in 1997–98 *(Include yourself and your spouse. Do not include your children and other people unless they meet the definition in Instructions, page 4.)*

47. Number of college students in household in 1997–98 *(Of the number in 46, how many will be in college at least half-time in at least one term in an eligible program? Include yourself. See Instructions, page 4.)*

PARENT(S)

48. Your parent(s)' **current** marital status:

single	1	separated	3	widowed	5
married	2	divorced	4		

49. Your parent(s)' state of legal residence State

50. Date your parent(s) became legal resident(s) of the state in question 49 *(See Instructions, page 5.)* Month Day Year 19

51. Number in your parent(s)' household in 1997–98 *(Include yourself and your parents. Do not include your parents' other children and other people unless they meet the definition in Instructions, page 5.)*

52. Number of college students in household in 1997–98 *(Of the number in 51, how many will be in college at least half-time in at least one term in an eligible program? Include yourself. See Instructions, page 5.)*

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What Happens Next?

Need more information on Federal student aid? You can get more information from *The Student Guide: Financial Aid from the U.S. Department of Education*. To get a free copy, write to:

Federal Student Aid Information Center
P.O. Box 84
Washington, DC 20044

The U.S. Department of Education also has a toll-free number to answer questions about Federal student aid programs. This number is **1-800-4-FED AID (1-800-433-3243)**

If you are hearing-impaired and have a TDD machine, you may call toll-free **TDD 1-800-730-8913**

What happens after I mail in my form? Within four weeks, the U.S. Department of Education will send you a **Student Aid Report (SAR).** On the SAR will be either a request for further information or a number called an **Expected Family Contribution (EFC)**. We use a formula established by law to figure the EFC from the information you give us. Your college uses the EFC to determine the amount of your Federal grant, loan, or work-study award, if you are eligible.

Your college or the U.S. Department of Education may ask you to prove that the information you gave on your application is true. Be sure to make a copy of your application form before mailing it.

What if I don't get a SAR or I need another copy of my SAR? If you do not get a SAR within four weeks, call this Federal student aid information number, **1-319-337-5665.** You can find out if your application has been processed, or you may request duplicate copies of your SAR.

What if my situation changes? Some questions ask you to make projections, for example, about your family status for the coming year. If your answers to these questions change, wait until you receive your SAR, then check with your financial aid administrator. The income and expense information reported on this form must be accurate for the past year (1996), not for the coming year. If your financial situation changes, check with your financial aid administrator.

How long does it take to complete this application? According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0110. The time required to complete this information collection is estimated to average from one hour to one hour and thirty minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Application and Pell Processing Systems Division, U.S. Department of Education, 600 Independence Avenue, S.W., Washington, DC 20202-5453

Deadlines for State Student Aid

AL	Check with your financial aid administrator
AK	Check with your financial aid administrator SSIG - May 31, 1997
AS	Check with your financial aid administrator
AZ	June 30, 1998 - date received
AR	April 15, 1997 - date received
CA	March 2, 1997 - date postmarked
CO	Determined by school
CT	Check with your financial aid administrator
DE	April 15, 1997 - date received
*DC	June 24, 1997 - date received by state
FL	May 15, 1997 - date processed
GA	Determined by school
*GU	Check with your financial aid administrator
HI	March 1, 1997
ID	Determined by school
IL	For first-time applicants - October 1, 1997 For continuing applicants - June 1, 1997 date processed
IN	For priority consideration - March 1, 1997 - date postmarked ‡
IA	April 21, 1997 - date received
*KS	For priority consideration - April 1, 1997 - date processed
KY	For priority consideration - March 15, 1997 - date received
LA	March 15, 1997 - date postmarked OR April 1, 1997 - date received Check with your financial aid administrator
ME	May 1, 1997 - date received
MD	March 1, 1997 - date postmarked
MA	For priority consideration - May 1, 1997 date received
MI	HS Seniors - February 21, 1997 College students - March 21, 1997 Date received
MN	June 30, 1998 - date received
MS	Determined by school
MO	April 1, 1997 - date received
MT	For large schools - March 1, 1997 For small schools - April 1, 1997
*NE	Determined by school
*NV	Determined by school
NH	May 1, 1997 - date received
NJ	1996-97 Tuition Aid Grant Recipients - June 1, 1997 All other applicants - October 1, 1997 for fall & spring terms March 1, 1998 for spring term only date received
*NM	Check with your financial aid administrator
*NY	May 1, 1998 - date postmarked
NC	March 15, 1997 - date received
ND	April 15, 1997 - date processed
OH	October 1, 1997 date received
OK	April 30, 1997 - date received
OR	None - contingent on funding - date received
PA	All 1996-97 State grant recipients - May 1, 1997 Non-1996-97 State grant recipients enrolling in degree programs - May 1, 1997 All other applicants - August 1, 1997 date received
PR	May 2, 1998 - date application signed
RI	March 1, 1997 - date received
*SC	June 30, 1997 - date received
*SD	Determined by school
TN	May 1, 1997 - date processed
*TX	Determined by school
UT	Determined by school
*VT	None
*VI	Check with your financial aid administrator
*VA	Determined by school
WA	Determined by school
*WV	March 1, 1997 - date received
WI	None - contingent on funding
*WY	Determined by school
*FM	Check with your financial aid administrator
*MH	Check with your financial aid administrator
*MP	Check with your financial aid administrator
*PW	Check with your financial aid administrator

Additional form may be required. Contact your financial aid administrator or your state agency.
‡ Applicants encouraged to obtain proof of mailing
Note: Date received means "at the address on this form."

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80. Business value. If you (and/or your spouse) own a business, write in how much the business is worth **today**. Include the market value of land, buildings, machinery, equipment, inventories, etc.

81. Business debt. Write in what you (and/or your spouse) owe on the business. Include only the present mortgage and related debts for which the business was used as collateral.

82. Investment farm value. If you (and/or your spouse) own an investment farm, write in the value **today**. Include the market value of land, buildings, machinery, equipment, livestock, inventories, etc. Do not include a family farm if it is your principal place of residence and you claimed on Schedule F of the tax return that you "materially participated in the farm's operation."

83. Investment farm debt. Write in what you (and/or your spouse) owe on the investment farm. Include only the present mortgage and related debts for which the farm was used as collateral.

Parent(s) Asset Information

You must give information about your parents' assets in Section G. If you are giving information for only one parent and that parent has jointly owned assets, give only that parent's portion of the assets and debts.

If your parents have assets owned jointly with someone else—such as a business or farm—give only your parents' portion of the assets and debts.

In Section G, **do not include:**

- a home, if it is the principal place of residence,
- a family farm, as defined in question 90,
- personal or consumer loans, or any debts that are not related to the assets listed,
- the value of life insurance policies and retirement plans (pension funds, annuities, IRAs, Keogh Plans, etc.), or
- student financial aid.

84. Write in the age of the older parent for whom you are giving information on this form. Refer to page 5 to see whose information you should be reporting on this form.

85. Cash, savings, and checking accounts. Include the current balance of checking or savings accounts unless your parents do not have access to the money because the state declared a bank emergency due to the insolvency of a private deposit insurance fund.

86. Other real estate and investments value. If your parents own other real estate or have investments, write in how much they are worth **today**. Other real estate includes rental property, land, and second or summer homes. Include the value of portions of multifamily dwellings that are **not** the family's principal residence. Investments include trust funds, money market funds, mutual funds, certificates of deposit, stocks, bonds, other securities, installment and land sale contracts *(including mortgages held)*, commodities, precious and strategic metals, etc. Do not include your parents' home.

87. Other real estate and investments debt. Write in how much your parents owe on other real estate and investments.

88. Business value. If your parents own a business, write in how much the business is worth **today**. Include the market value of land, buildings, machinery, equipment, inventories, etc.

89. Business debt. Write in what your parents owe on the business. Include only the present mortgage and related debts for which the business was used as collateral.

90. Investment farm value. If your parents own an investment farm, write in the value of the farm **today**. Include the market value of land, buildings, machinery, equipment, livestock, inventories, etc. Do not include a family farm if it is the principal place of residence and your parents claimed on Schedule F of the tax return that they "materially participated in the farm's operation."

91. Investment farm debt. Write in what your parents owe on the investment farm. Include only the present mortgage and related debts for which the farm was used as collateral.

Section H: Releases and Signatures

92–103. By answering questions 92 through 103, and signing this form, you give permission to the U.S. Department of Education to provide information from your application to the college(s) that you list in Section H. You also agree that such information is deemed to incorporate by reference the Statement of Educational Purpose on page 4 of the application. Colleges that receive information electronically or on tape or cartridge will get your application information automatically. Colleges use this information to help estimate the amount of your financial aid package. Do not write in the name of a college if you don't want it to receive your application information. You may leave questions 92–103 blank if you do not know which colleges you are interested in, but if you do, we will not send your application information to any colleges.

Your application may be processed faster if you write in the Title IV School Code and the name of the college only. Check with your financial aid office, your high school counselor, or your public library for the Title IV School Code list provided by the U.S. Department of Education. You can also find the code list on the Department's Web page at http://www.ed.gov/offices/OPE. The Title IV School Code is always a six-character code that begins with "0" (zero), "G," "B," or "E."

If you can not get the Title IV Code, write in the **complete name, address, city, and state** of the college(s) that you are interested in attending. **Write clearly.** It is very important to write the correct city and state or Title IV School Code so that your college can be identified. If a college is a branch campus, include the complete name of the branch. Also, indicate if it is a specific part of a university, such as the law school.

For each college, select the housing code number that best describes the type of housing you expect to live in if you attend that particular college. Write the housing code number on the line for that college. In question 92, write in the name and address of the college that you are **most likely** to attend. **(Note: States often consider the college you write on the first line in determining their awards for state aid.)** In question 93, write in your expected housing code for that college. Continue in the same way for question 94 if you are applying to more than one college. Do not write more than one college and housing code on each line.

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Student & Spouse 1996 Income, Earnings, and Benefits

53. 1996 U.S. income tax form. Fill in only one oval to indicate which IRS form was filed or will be filed for 1996.

If you are currently divorced, separated, or widowed, but you filed (or will file) a joint tax return for 1996, give only your portion of the exemptions, income, and taxes paid asked for in questions 54 through 63.

If you are married and you and your spouse filed (or will file) separate tax returns for 1996, be sure to include both your and your spouse's exemptions and income in questions 54 through 63, even if you were not married in 1996.

Use the tax return to fill out questions 54 through 63.

54. Total number of exemptions for 1996. Write in the number from Form 1040-line 6d or 1040A-line 6d. If you (and your spouse) used the 1040EZ and answered **"Yes"** on Form 1040EZ-line 5, use the 1040EZ worksheet (line F) to determine the number of exemptions ($2550 equals 1 exemption). If you answered **"No,"** enter "01" if you are single or "02" if you are married.

55. Adjusted Gross Income (AGI) for 1996. Write in the amount from IRS Form 1040-line 31, Form 1040A-line 16, or Form 1040EZ-line 4.

Use Worksheet #1 on page 11 to answer question 55 if you do not have a 1996 tax form but will be filing one.

56. U.S. Income tax paid for 1996. Write in the amount from IRS Form 1040-line 44, Form 1040A-line 25, or Form 1040EZ-line 10. Make sure this amount doesn't include any FICA, self-employment, or Other Taxes from Form 1040. **Don't** copy the amount of "Federal income tax withheld" from a W-2 Form.

57–58. Income earned from work in 1996.

If you filed or will file a tax return, include the "wages, salaries, tips, etc." from your (and your spouse's) Form 1040-line 7, 1040A-line 7, or 1040EZ-line 1. If you (and your spouse) filed a joint return, report your and your spouse's earnings separately. **If you (and your spouse) own a business or farm,** also add in the numbers from Form 1040-lines 12 and 18.

If you are not a tax filer, include your (and your spouse's) earnings from work in 1996. Add up the earnings from your (and your spouse's) W-2 Forms and any other earnings from work that are not included on the W-2 Forms.

59–63. Untaxed income and benefits for 1996. Don't include benefits reported in questions 71 through 75 of the Parent(s) column.

59. Earned Income Credit. Report the total amount of your (and your spouse's) **Earned Income Credit** from Form 1040-line 54, Form 1040A-line 29c, or Form 1040EZ-line 8.

60. Untaxed social security benefits for 1996. Write in the amount of **untaxed** social security benefits (including Supplemental Security Income) that you (and your spouse) got in 1996. Don't include any benefits reported in question 55. Don't report monthly amounts, write in the total for 1996. Be sure to include the amounts that you got for your children. **Do not include amounts your parents received for you, which should be reported in questions 72 through 75.**

61. Aid to Families with Dependent Children (AFDC or ADC) for 1996. Don't report monthly amounts, write in the total for 1996. Don't report social security benefits here.

62. Child support received for all children. Don't report monthly amounts, write in the total received for 1996.

63. Other untaxed income and benefits for 1996. Use Worksheet #2 on page 11. Add up your (and your spouse's) other untaxed income and benefits for 1996. Be sure to include your (and your spouse's) deductible IRA/Keogh payments, if any.

64. 1996 Amount from Line 5, Worksheet #3. Enter the total amount on Line 5 from Worksheet #3 on page 12. Write in "0" if the worksheet items do not apply to you (and your spouse).

Parent(s) 1996 Income, Earnings, and Benefits

65. 1996 U.S. income tax form. Fill in only one oval to indicate which IRS form was filed or will be filed for 1996.

If you are giving information for only one parent and that parent filed (or will file) a joint tax return for 1996, give only that parent's portion of the exemptions, income, and taxes paid asked for in questions 66 through 75.

If your parents are married and they filed (or will file) separate tax returns for 1996, be sure to include both parents' exemptions and income in questions 66 through 75.

Use the tax return to fill out questions 66 through 75.

66. Total number of exemptions for 1996. Write in the number from Form 1040-line 6d or 1040A-line 6d. If your parent(s) used the 1040EZ and answered **"Yes"** on Form 1040EZ-line 5, use the 1040EZ worksheet (line F) to determine the number of exemptions ($2550 equals 1 exemption). If your parent(s) answered **"No,"** enter "01" if your parent is single or "02" if your parents are married.

67. Adjusted Gross Income (AGI) for 1996. Write in the amount from IRS Form 1040-line 31, Form 1040A-line 16, or Form 1040EZ-line 4.

Use Worksheet #1 on page 11 to answer question 67 if your parents do not have a 1996 tax form but will be filing one.

68. U.S. income tax paid for 1996. Write in the amount from IRS Form 1040-line 44, Form 1040A-line 25, or Form 1040EZ-line 10. Make sure this amount does not include any FICA, self-employment, or Other Taxes from Form 1040. **Don't** copy the amount of "Federal income tax withheld" from a W-2 Form.

69–70. Income earned from work in 1996.

If your parent(s) filed or will file a tax return, include the "wages, salaries, tips, etc." from your parents' Form 1040-line 7, 1040A-line 7, or 1040EZ-line 1. If your parents filed a joint return, report your father's and mother's earnings separately. If your parents own a business or farm, also add in the numbers from Form 1040-lines 12 and 18.

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Free Application for Federal Student Aid
1997–98 School Year

WARNING: If you purposely give false or misleading information on this form, you may be fined $10,000, sent to prison, or both.

"You" and "your" on this form always mean the student who wants aid.

Form Approved OMB No. 1840-0110 Exp. Date 06/98

U.S. Department of Education Student Financial Assistance Programs

Use dark ink. Make capital letters and numbers clear and legible. EXM24 *Fill in ovals completely. Only one oval per question.* Correct ● *Incorrect marks will be ignored.* Incorrect ⊘ ✓

Section A: You (the student)

1–3. Your name — 1. Last name | 2. First name | 3. M.I.

Your title (optional) Mr. _ Miss, Mrs., or Ms. _

4–7. Your permanent mailing address *(All mail will be sent to this address. See Instructions, page 2 for state/country abbreviations.)* — 4. Number and street (include apt. no.) | 5. City | 6. State | 7. ZIP code

8. Your social security number (SSN) *(Don't leave blank. See Instructions, page 2.)*

9. Your date of birth — Month Day Year: 19

10. Your permanent home telephone number — Area code

11. Your state of legal residence — State

12. Date you became a legal resident of the state in question 11 *(See Instructions, page 2.)* — Month Day Year: 19

13–14. Your driver's license number *(Include the state abbreviation. If you don't have a license, write in "None.")* — State | License number

15–16. Are you a U.S. citizen? *(See Instructions, pages 2–3.)*

- Yes, I am a U.S. citizen. ○ 1
- No, but I am an eligible noncitizen. ○ 2 — A
- No, neither of the above. ○ 3

17. As of today, are you married? *(Fill in only one oval.)*

- I am not married. (I am single, widowed, or divorced.) ○ 1
- I am married. ○ 2
- I am separated from my spouse. ○ 3

18. Date you were married, separated, divorced, or widowed. If divorced, use date of divorce or separation, whichever is earlier. *(If never married, leave blank.)* Month Year: 19

19. Will you have your first bachelor's degree before July 1, 1997? Yes ○ 1 No ○ 2

Section B: Education Background

20–21. Date that you (the student) received, or will receive, your high school diploma, either — *(Enter one date. Leave blank if the question does not apply to you.)*

- by graduating from high school — **20.** Month Year: 19

OR

- by earning a GED — **21.** Month Year: 19

22–23. Highest educational level or grade level your father and your mother completed. *(Fill in one oval for each parent. See Instructions, page 3.)*

	22. Father	23. Mother
elementary school (K–8)	○ 1	○ 1
high school (9–12)	○ 2	○ 2
college or beyond	○ 3	○ 3
unknown	○ 4	○ 4

If you (and your family) have **unusual circumstances**, complete this form and then check with your financial aid administrator. Examples:

- tuition expenses at an elementary or secondary school
- unusual medical or dental expenses not covered by insurance
- a family member who recently became unemployed, or
- other unusual circumstances such as changes in income or assets that might affect your eligibility for student financial aid.

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36. Answer **"Yes"** if you are [illegible] plan to attend that same college in 1997–98. By "this college" we mean the college you are attending now or the most recent college you have attended. If you are still in high school and are (or were) enrolled in college, leave this question blank. Also, leave this question blank if you have never previously attended college.

37. Report the number of people in your household for whom you, the student, will pay dependent care expenses while you are in college, for example, day-care or baby-sitting expenses.

38. Write in the amount of veterans education benefits you, the student, expect to receive per month from July 1, 1997 through June 30, 1998. The benefits you should write in include, but are not limited to, these programs: Selective Reserve Pay (Montgomery GI Bill–Chapter 106), New GI Bill (Montgomery GI Bill–Chapter 30), Post-Vietnam Veterans Educational Assistance Program (VEAP) (Chapter 32), Vocational Rehabilitation (Chapter 31), REPS (Restored Entitlement Benefits for Survivors–Section 156), Educational Assistance Program (Chapter 107), and Dependents Educational Assistance Program (Chapter 35).

Don't include Death Pension or Dependency & Indemnity Compensation (DIC).

39. Write in the number of months from July 1, 1997 through June 30, 1998 that you expect to receive veterans education benefits.

Section D: Student Status

Answer each of the questions numbered 40 through 45 with either **"Yes"** or **"No."** A blank counts as **"No."**

40. Fill in the correct oval. (See your answer to question 9.)

41. Answer **"Yes"** if you:
- have engaged in active service in the U.S. Army, Navy, Air Force, Marines, or Coast Guard, or were a cadet or midshipman at one of the service academies, and were released under a condition other than dishonorable, or
- are **not** a veteran **now** but will be one by June 30, 1998.

Answer **"No"** if you:
- never served in the U.S. Armed Forces,
- are only an ROTC student,
- are currently a cadet or midshipman at a service academy,
- are only a National Guard or Reserves enlistee and were not activated for duty, **or**
- are currently serving in the U.S. Armed Forces and will continue to serve through June 30, 1998.

42. Answer **"Yes"** if you will be enrolled in a graduate or professional program (a course of study beyond a bachelor's degree) in the first term of 1997-98. If your graduate status will change during the school year, see your financial aid administrator.

43. Answer **"Yes"** if you are legally married **as of today**. Also, answer **"Yes"** if you are separated. "Married" does not mean living together unless your state recognizes your relationship as a common law marriage.

44. Answer **"Yes"** if: (1) you are currently a ward of the court or were a ward of the court until age 18, or (2) both your parents are dead **and** you don't have an adoptive parent or legal guardian. For a definition of "legal guardian," see page 9.

45. Answer **"Yes"** if you have any children who get more than half of their support from you. Also answer **"Yes"** if other people (not your spouse) live with you and get more than half of their support from you and will continue to get that support during the 1997-98 school year.

Important Instructions for Sections E, F, and H

The question numbers on this form correspond with the information that will be printed on your Student Aid Report (SAR).

If you answered **"Yes"** to any of the questions in Section D, you (and your spouse if you are married) must fill out both the WHITE areas and the GRAY areas. Questions that you, the student (and your spouse), must complete are numbered 1–47, 53–64, and 92–110; in some cases, you must also complete questions 77–83 about your (and your spouse's) assets.

If you answered **"No"** to every one of the questions in Section D, then you must fill out the WHITE areas (about yourself) and the GREEN areas about your parents. Questions that you and your parents must complete are numbered 1–45, 48–76, and 92–110; in some cases you must also complete questions 77–91 about your and your parents' assets.

ATTENTION – GRADUATE HEALTH PROFESSION STUDENTS
If you are applying for Federal student aid from graduate programs authorized under Title VII of the **Public Health Service Act**, you must give information about your parents, even if you answered **"Yes"** to one of the questions in Section D. If you are unsure about the requirements, check with the financial aid administrator at the college you plan to attend. If your college requires parental information, complete the GREEN, GRAY, and WHITE areas and make sure that at least one parent signs this form.

Section E: Household Information

Student (& Spouse) Household Information - GRAY Area

Fill out this section with information about yourself (and your spouse). If you are divorced, separated, or widowed, don't include information about your spouse.

46. Write in the number of people in your household that you will *support* between July 1, 1997 and June 30, 1998. Include yourself and your spouse. Include your children if they get more than half their *support* from you. Include other people only if they meet the following criteria: 1) they now live with you, **and** 2) they now get more than half their *support* from you **and** they will continue to get this support between July 1, 1997 and June 30, 1998. *(Support includes money, gifts, loans, housing, food, clothes, car, medical and dental care, payment of college costs, etc.)*

47. Write in the number of people from question 46, including yourself, who will be college students between July 1, 1997 and June 30, 1998. Always **include yourself**, even if you will be enrolled for less than half-time. Your spouse and other family members may be counted as college students only if they are enrolling (or are accepted for enrollment) for at least 6 credit hours in at least one term, or at least 12 clock hours per week, even if they do not complete a term. To be counted here, a college student must be working towards a degree or certificate leading to a recognized education credential at a college that is eligible to participate in any of the Federal student aid programs.

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Parent(s) Household Information - GREEN Areas

Read the descriptions that follow. Fill in all the ovals that apply to you and follow the instructions.

Your parents are both living and married to each other. Answer the questions on the rest of this form about them.

You have a legal guardian. Answer the questions on the rest of this form about your legal guardian. For a definition of "legal guardian" see page 9.

Your parents have divorced or separated. Answer the questions on the rest of the form about the parent you lived with most in the last 12 months. If you did not live with one parent more than with the other, answer in terms of the parent who provided the most *financial* support during the last 12 months, or during the most recent calendar year that you actually were supported by a parent. *(Support includes money, gifts, loans, housing, food, clothes, car, medical and dental care, payment of college costs, etc.)*

Your parent is widowed or single. Answer the questions on the rest of this form about that parent.

You have a stepparent. If the parent that you counted above is married or remarried **as of today**, you must include information about your stepparent (even if they were not married in 1996).

If you are giving information about your stepparent, note that whenever we say "parents" on the rest of this form, we also mean your stepparent.

48. Show the current marital status of the people that you give information about on this form. For example, if you give information about your mother and stepfather, fill in the oval that says "married," because your mother and stepfather are married.

49. Write in the two-letter abbreviation for your parent(s)' current state/country of legal residence. See the list of abbreviations on page 2. Residency (domicile) is your parents' true, fixed, and permanent home. If your parents are residing in a state for the sole purpose of attending a college, don't count that state as their legal residence. If your parents are separated or divorced, use the state/country of legal residence for the parent whose information is reported on this form.

50. Write in the date your parent(s) became a legal resident(s) of the state you listed in question 49. If your parents became legal residents of the state at different times, use the date for the parent who has been a resident the longest. If your parents are divorced or separated, use the date for the parent whose information is reported on this form.

51. Write in the number of people in your household that your parents will *support* between July 1, 1997 and June 30, 1998. Include your parents and yourself. Include your parents' other children if they get more than half their *support* from your parents, or if they would be required to provide parental information when applying for Title IV Federal student aid in 1997-98. Include other people only if they now live with and get more than half their *support* from your parents and will continue to get this support between July 1, 1997 and June 30, 1998.
(Support includes money, gifts, loans, housing, food, clothes, car, medical and dental care, payment of college costs, etc.)

52. Write in the number of people from question 51 who will be college students between July 1, 1997 and June 30, 1998. Always **include yourself**, even if you will be enrolled for less than half-time. Your parents and other family members may be counted as college students only if they are enrolling (or are accepted for enrollment) for at least 6 credit hours in at least one term, or at least 12 clock hours per week, even if they do not complete a term. To be counted here, a college student must be working towards a degree or certificate leading to a recognized education credential at a college that is eligible to participate in any of the Federal student aid programs.

Section F: 1996 Income, Earnings, and Benefits

Tax filing information for Section F

Won't file a tax return. Even if you, your spouse, and/or your parents don't file an income tax return for 1996, you will need to know earnings for the year. Use your W-2 Forms and other records to answer the questions here.

Tax return not completed - how estimated taxes are handled. We recommend that you complete your income tax return before filling out this application. However, it may be necessary to estimate tax information to meet state and college deadlines. When your application is compared with the official 1996 IRS Form 1040, 1040A, or 1040EZ that you and your family file, the financial information must agree. If there are differences, you will need to correct the information and send it back to the U.S. Department of Education. This could mean a delay in getting your student financial aid.

IRS Form 1040 filers. In certain instances, you, your spouse, or your parents may have filed a 1996 IRS Form 1040, even though you were **not required** to file a Form 1040. Tax preparers often file a Form 1040 or an electronic 1040 on behalf of the tax filer, even though that person's income and tax filing circumstances would allow him or her to file a 1040A or 1040EZ. If you are sure that you, your spouse, or your parents are not required to file a Form 1040, then fill in either oval "A" or oval "C" in question 53 and/or question 65 to indicate eligibility to file a 1040A or 1040EZ.

IRS 1040TEL filers. If you filed or will file a 1040TEL (tax filing by telephone), fill in the oval for either the completed or estimated 1996 IRS Form 1040EZ in questions 53 and/or 65.

Puerto Rico Tax Filers, Foreign Tax Return Filers, and Native Americans, see page 9.

In Section F, if the instructions tell you to **skip** a question, leave it blank. If your answer to a question is "none" or "zero," put a zero in the answer space. **Do not** leave it blank or use dashes. For example:

$ 0 .00

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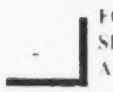
Instructions



Before you begin to fill out this form, TEAR IT OUT and lay it alongside the instruction book so that you can check for additional instructions as you go along.

The **GREEN** and **GRAY** areas indicate which instructions are for which questions. **Read the instructions as you fill out this form.** Mistakes will delay the processing of your application.

Some questions on the form are self-explanatory, and no additional instructions are provided. These are questions 9, 10, and 17.

Although other people (besides the student who is applying for aid) may help fill out this form, it is about the student. On this form, the words "you" and "your" always mean the student. The word "college" means a college, university, graduate or professional school, community college, vocational or technical school, or any other school beyond high school.

If you need more help, ask your high school guidance counselor or your college financial aid administrator to explain the instructions to you.

When You Fill Out This Form

- **You must use a pen with black or dark ink, or a #2 pencil.**
- **Fill in ovals completely, like this: ● If you make a mistake, erase completely or use white-out. Don't X through an oval.**
- **Do not write comments or notes in the margins. They will be ignored and may interfere with processing. Print carefully!**
- Round off all figures to the nearest dollar. For 50 cents or more, round up; for 49 cents or less, round down.
- For dates, write in numbers that correspond to the month, day, and year. Most dates have "19" preprinted. For November 7, 1974, write in 11 07 **19** 74. Graduation dates might be after the year 2000. For April 23, 2003, for example, write in 04 23 2003.
- The "school year" covered by this form is the school year from July 1, 1997 through June 30, 1998.
- **Don't include notes, tax forms, or letters except for special signature documents. Check with your financial aid administrator if you have unusual circumstances.**

Records You Will Need
Keep these records! You may need them again.

- Student's driver's license and social security card
- W-2 Forms and other records of money earned in 1996
- 1996 U.S. income tax return (IRS Form 1040, 1040A, or 1040EZ). If you haven't completed your tax return, see page 5.
- Records of untaxed income, such as welfare, social security, AFDC or ADC, or veterans benefits
- Current bank statements
- Current mortgage information
- Business and farm records
- Records of stocks, bonds, and other investments

Special Instructions. If you (your spouse or parents) file a Puerto Rico or foreign tax return, see page 9. If you are a Native American or a citizen of the Federated States of Micronesia, the Marshall Islands, or Palau, see the special instructions on page 9.

Section A: You (the student)

1–3. Use your proper name, not a nickname. Your social security number (SSN) and your name should match the number and name on your social security card. If there are differences, you should update your information with the Social Security Administration.

4–7. Write in your permanent mailing address. All mail will be sent to this address. Don't use the address of the financial aid office or any other office. Use the state/country abbreviations list below.

State/Country Abbreviations

AL	Alabama	IA	Iowa	NC	North Carolina	WI	Wisconsin
AK	Alaska	KS	Kansas	ND	North Dakota	WY	Wyoming
AS	American Samoa	KY	Kentucky	OH	Ohio	Military	
AZ	Arizona	LA	Louisiana	OK	Oklahoma		AA
AR	Arkansas	ME	Maine	OR	Oregon		AE
CA	California	MD	Maryland	PA	Pennsylvania		AP
CO	Colorado	MA	Massachusetts	PR	Puerto Rico	CN	Canada
CT	Connecticut	MI	Michigan	RI	Rhode Island	FM	Federated States of Micronesia
DE	Delaware	MN	Minnesota	SC	South Carolina		
DC	District of Columbia	MS	Mississippi	SD	South Dakota		
		MO	Missouri	TN	Tennessee	MH	Marshall Islands
FL	Florida	MT	Montana	TX	Texas		
GA	Georgia	NE	Nebraska	UT	Utah	MX	Mexico
GU	Guam	NV	Nevada	VT	Vermont	MP	Northern Mariana Islands
HI	Hawaii	NH	New Hampshire	VI	Virgin Islands		
ID	Idaho	NJ	New Jersey	VA	Virginia		
IL	Illinois	NM	New Mexico	WA	Washington	PW	Palau
IN	Indiana	NY	New York	WV	West Virginia		

If your place of residence is not on the list above, leave the state abbreviation blank and write the name of your city and territory or country in the space for city.

8. You must write in your social security number (SSN) to be considered for Federal student aid. If you don't write your SSN, this form will be returned unprocessed. The Privacy Act statement on page 12 gives information about your protection and how your social security number can be used.

11. Write in the two-letter abbreviation for your current state/country of legal residence. Use the state/country abbreviations list above. Residency (domicile) is your true, fixed, and permanent home. If you moved into a state for the sole purpose of attending a college, **do not** count that state as your legal residence.

12. Write in the date you became a legal resident of the state you listed in question 11. If you've always lived in the state, you may use your date of birth as the date of legal residence. If you don't know the exact day that you became a legal resident, provide the month and year.

13–14. Write in your driver's license number, starting with the abbreviation of the state in which the license was issued (use the state/country abbreviation list above). If you have a driver's license, you must provide the license number if you previously received, or plan to apply for, a Federal student loan. If you do not have a driver's license, write "None" in the space for license number.

15–16. If you are a U.S. citizen (or U.S. national), fill in the first oval and go on to question 17. Fill in the second oval and write in your eight- or nine-digit Alien Registration Number if you are one of the following:

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- U.S. permanent resident, and you have an Alien Registration Receipt Card (I-151 or I-551)
- Conditional permanent resident (I-151C)
- Family unity status recipient (I-797) with approved immigrant visa (I-797)
- Other eligible noncitizen with an Arrival-Departure Record (I-94) from the U.S. Immigration and Naturalization Service showing any one of the following designations: (a) "Refugee," (b) "Asylum Granted," (c) "Indefinite Parole" and/or "Humanitarian Parole," (d) "Cuban-Haitian Entrant."
- Other eligible noncitizen with a Temporary Resident Card (I-688).

If you can not fill in the first or second oval, you **must** fill in the third oval. If you are in the U.S. on only an F1 or F2 student visa, only a J1 or J2 exchange visitor visa, or only a G series visa (pertaining to international organizations), you must fill in the third oval. **You may be eligible for some state or college aid.**

18. If you, the student, are currently married, separated, or widowed, write in the date you married, became separated, or were widowed. If you were never married, leave this question blank.

If your current marital status is "divorced," write in the date you separated or were divorced, whichever was earlier.

19. Answer **"No"** if you do not have a bachelor's degree from a college and you will not have one by July 1, 1997. Answer **"Yes"** if you already have a bachelor's degree or will have one by July 1, 1997. Also answer **"Yes"** if you have or will have a degree from a college in another country that is equal to a bachelor's degree.

Section B: Education Background

20–21. Write in **one** date: either the date that you graduated or expect to graduate from high school, **or** the date that you earned or expect to earn a certificate or diploma through the General Education Development (GED) program.

Leave both dates blank if you will not graduate from high school and will not receive a GED certificate.

Pennsylvania residents only. Leave both dates blank if you received a military GED, a foreign high school diploma, a home study diploma, or a correspondence school diploma.

22–23. These questions are for state scholarship purposes only and do not affect your eligibility for Federal student aid. For these questions only, "father" and "mother" mean your birth parents, or your adoptive parents, or legal guardian—not your foster parents or stepparents. Fill in one oval for your father's highest educational level or grade level completed, and one oval for your mother's highest educational level or grade level completed.

Section C: Your Plans

24–28. Fill in your expected enrollment status for the 1997–98 school year. If you are applying to more than one college, fill in the enrollment status and school terms that apply to the college you are most likely to attend. (See question 92.)

If you will be attending a nonterm or clock-hour institution, fill in your enrollment status and the term or terms that most closely match the time you will be enrolled.

29. Write in the two-digit number for your expected course of study, using the "Course of Study Code List" on this page. For example, if your course of study is bookkeeping, write in "04" for business management and administrative services. If your course of study is vocational/technical, such as mechanical or electrical repair, write in "25." If your course of study is not listed or you are undecided, write in "27."

Course of Study Code List

01 Agriculture
02 Architecture
03 Biological sciences (biology, zoology, etc.)
04 Business management and administrative services (mktg., mgmt., bkkp., acct., etc.)
05 Communications (journalism, advertising, etc.)
06 Computer sciences
07 Education
08 Engineering
09 English language/literature
10 Fine and performing arts
11 Foreign languages/literatures
12 Health professions (except nursing)
13 Home economics
14 Law
15 Liberal arts
16 Library sciences
17 Mathematics (includes statistics)
18 Nursing
19 Personal and miscellaneous services (cosmetology, culinary arts, massage, etc.)
20 Philosophy
21 Physical sciences (chemistry, physics, geology, etc.)
22 Social sciences and history (includes economics, geography, political science)
23 Psychology
24 Theological studies and religious vocations
25 Vocational/technical (construction, mechanical, transportation, etc.)
26 Wildlife, forestry, or marine sciences
27 Other/undecided

30–31. Write in the one-digit code for your expected degree or certificate, using the "Degree/Certificate Code List" below. If your degree or certificate does not fit any of these categories, or if you are undecided, enter "8." Then write the date that you expect to receive your degree or certificate. For this question, you should write in all four digits for the year, for example 06 01 1998 or 06 01 2003.

Degree/Certificate Code List

1 Certificate or diploma for completing an occupational, technical, or educational program (less than two-year program)
2 Certificate or diploma for completing an occupational, technical, or educational program (at least two-year program)
3 Associate degree (at least two-year degree)
4 1st bachelor's degree
5 2nd bachelor's degree
6 Teaching credential program (non-degree program)
7 Graduate or professional degree
8 Other/undecided

32. Fill in your grade level in college from July 1, 1997 through June 30, 1998. **If you are currently a senior in high school and/or will be a first-time entering freshman, fill in "1st year/never attended college."** "Grade level" does not mean the number of years you have attended college, but your grade level in regard to completing your degree/certificate. A student who is not enrolled full-time will require more years to reach the same grade level as a full-time student.

33–35. Answer **"Yes"** or **"No"** to indicate whether you are interested in student employment (for example, work-study programs) or a student loan. **Your parents,** not you, the student, would apply for the PLUS loan if they are interested in applying for a parent loan. Answering **"Yes"** does not obligate you or your parents to accept a loan or other student aid, nor does it guarantee that you will receive aid.

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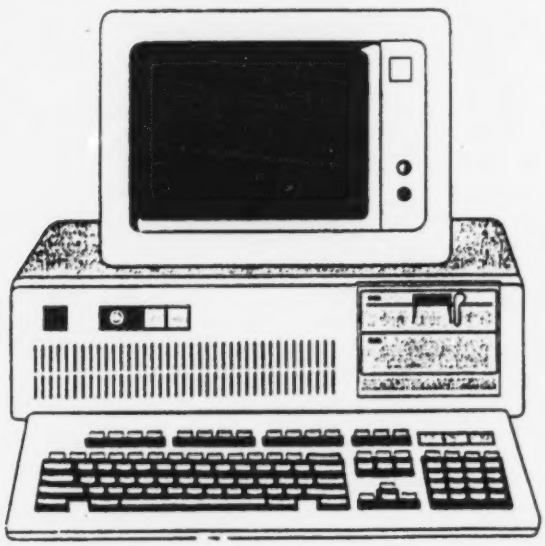
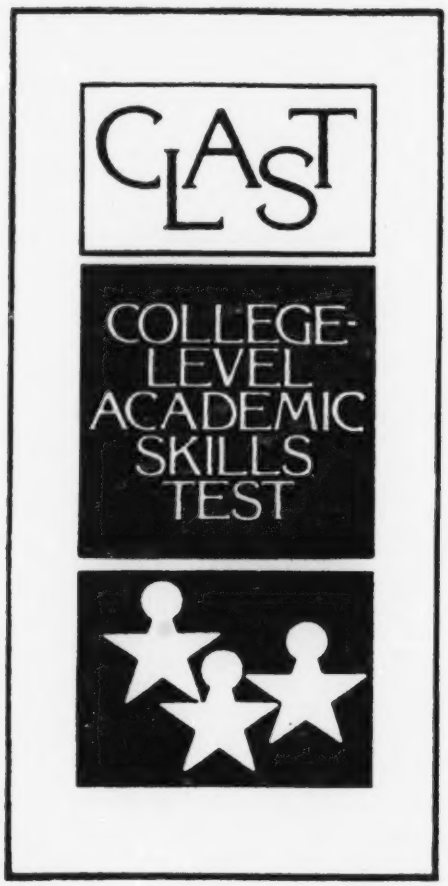
EDISON

SOUTHWEST FLORIDA'S
COMMUNITY COLLEGE



FLORIDA COLLEGE ENTRY-LEVEL PLACEMENT TEST (FCELPT)

ANSWERS TO YOUR QUESTIONS ABOUT



EDISON
COMMUNITY COLLEGE

NAME:
SS#

CHARLOTTE COUNTY VOCATIONAL – TECHNICAL CENTER
SCHOOL OF COSMETOLOGY
Joanne Steele – Department Head/Instructor

ENROLLMENT DATE JANUARY 20, 1998
WITHDRAWAL DATE
COMPLETION DATE DECEMBER 17, 1998

STUDENT PROGRESS REPORT

A – 94 – 100 OUTSTANDING PROGRESS
B – 85 – 93 ABOVE AVERAGE PROGRESS
C – 75 – 84 AVERAGE PROGRESS
D – 65 – 74 LOWEST ACCEPTABLE PROGRESS
F – 0 – 64 FAILURE
I – 0 – 0 INCOMPLETE
C – – – CERTIFIED
S – – SATISFACTORY

CURRICULUM		GRADE EQUIVALENT	NUMERICAL AVERAGE	CLINICAL PERFORMANCE	RETAKE AVERAGE
QUARTER 1: JAN 20 – APR 3					
A01	*ORIENTATION*				
A02	PREREQUISITIES FOR COSMETOLOGY CAREER	C	80	IN/A	
A03	ETHICS	B	85	NA	
B01	SANITIZING IMPLEMENTS & EQUIPMENT	B	86	IN/A	
B02	RELATING CHEMISTRY TO COSMETOLOGY	D	69	B	82
C01	"TRICHOLOGY" DESCRIBING THE HAIR	C	82	IN/A	
C02	PLAIN OR CONDITIONING SHAMPOO APPROPRIATE COND	C	80	IN/A	
C03	ASSESS HAIR DAMAGE & CHOOSE APPROPRIATE COND	A	98	B	
C04	SCALP TREATMENTS, USING MANIPULATIONS	B	92	B	
D01	FINGERWAVE THE ENTIRE HEAD	C	83	B	
	GENERAL SKILLS PERFORMANCE*			2	
	GRADE POINT AVERAGE	C	83.9		
QUARTER 2: APR 6 – JUN 19					
D02	SETTING & COMBING SCULPTURE CURLS	C	82	B	
D03	SETTING THE AIR WITH ROLLERS	D	71	B	88
D04	DEFINE PRINCIPLES OF DESIGN IN CREATING HAIRSTYLES	D	68	B	84
D05	SHAPING THE HAIR WITH SCISSORS, RAZOR AND ELECTRIC CLIPPERS	C	80	B	
D06	AIR WAVING AND BLOW WAVING THE HAIR	B	92	B	
D07	STYLING WIGS AND HAIR PIECES	C	84	B	
D08	ELECTRICITY	B	92	B	
	C P R			B	
	GENERAL SKILLS PERFORMANCE			B	
	EMPLOYABILITY SKILLS			S	
	CURRICULAR AVERAGE	C	80	S	
	MID TERM AVERAGE	C	82.0		
	COMBINED TERM AVERAGE	C	81.0	B	
QUARTER 3: JUL 2 – OCT 2					
E01	APPLYING TEMPORARY HAIR COLOR	B	85	B	
E02	APPLYING SEMI–PERMANENT HAIR COLORING	C	84	B	
E03	PERMANENTLY COLORING THE HAIR	B	89	B	
E04	LIGHTENING AND TONING THE HAIR	B	88	B	
E05	*CREATIVE LIGHTENING AND TONING TECHNIQUES*	A	96	B	
F01	PERMANENT WAVING (CHEMICAL WAVING) THE HAIR	B	89	B	
F02	CHEMICALLY RELAXING THE HAIR	B	87	B	
F03	SILKING (PRESSING) AND CURLING THE HAIR	B	90	B	
F04	RECURLING THE HAIR (REFORMATION SERVICE)	B	86	B	
	GENERAL SKILLS PERFORMANCE				
	CURRICULAR AVERAGE	B	89.3		
	SUPPLEMENTAL LEARNING AIDS AVERAGE	C	80.0		
	COMBINED TERM AVERAGE	B	85.0		
QUARTER 4: OCT 2 – DEC 15					
G01	DESCRIBING THE SKIN	C	84	C	
G02	FACIAL TREATMENT	D	74	A	86
G03	APPLY MAKE - UP	C	84	A	
G04	SHAVING	B	88	B	
H01	NAIL ANATOMY,DISORDERS AND DISEASE	B	86	B	
H02	MANICURING/PEDICURING/NAIL EXTENSIONS	C	84	B	
I01	PLANNING AND OPERATING A SALON	B	87	B	
I02	SUPPLEMENTARY STATE PERFORMANCE TEST		98		STAND ALONE GRADE
	CURRICULAR AVERAGE	C	84.0		
	FLORIDA LAW/FINAL AVERAGE	B	85.0		
	TOTAL END OF YEAR AVERAGE	B	85.0		

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PERSONAL STUDENT EVALUATION MARCIA D BLOOMFIELD

RATING SCALE

	I	II	III	IV
PUNCTUALITY/ATTENDANCE	4	4	4	4
UTILIZATION OF TIME	3	3	3	3
DEPENDABILITY	3	3	3	3
ACCEPTS RESPONSIBILITY	3	3	3	3
RESPECT FOR AUTHORITY	3	3	3	3
GROOMING	3	3	3	3
ACCEPTS CORRECTION	3	3	3	3
SOCIABILITY	3	3	3	3
SAFETY CONSCIOUS	2	2	2	2
LEADERSHIP DEVELOPMENT	3	3	3	3
ADAPTABILITY	3	3	3	3
ORAL EXPRESSION	3	3	3	3
WORK INITIATIVE	3	3	3	3
FOLLOWS VERBAL INSTRUCTION	3	3	3	3
FOLLOWS WRITTEN INSTRUCTION	3	3	3	3
HOUSEKEEPING CARE OF EQUIP	3	3	3	3
COOPERATION	3	3	3	3
PERSEVERANCE	3	3	3	3
SELF-CONFIDENCE	2	2	3	3

4 – SUPERIOR PERFORMANCE
3 – ABOVE AVERAGE PERFORMANCE
2 – AVERAGE PERFORMANCE
1 – BELOW AVERAGE PERFORMANCE
0 – UNACCEPTABLE PERFORMANCE
(IMMEDIATE IMPROVEMENT NEEDED)
* – NO EXPOSURE

ATTENDANCE

QUARTER	CLASS HOURS ABSENT	CLINICAL HOURS ABSENT	QUARTER HOURS ABSENT	CUMULATIVE HOURS ABSENT
I	0	0	0	0
II	1.5	5	6.5	6.5
III	6.37	0	6.37	13.27
IV	7	2	9	22

FINAL SUMMARY

GRADUATED DECEMBER 17, 1998
TRANSFERED

REPORTING PERIOD 1:
COMMENTS: MARCIA HAS PROGRESS QUITE WELL IN SKILLS CONCEPTS AND HAS HELD HER OWN IN THEORY CONCEPTS; HOWEVER YOU MUST CONTINUE TO IMPROVE IN THAT AREA. WONDERFUL ATTITUE AND GREAT RAPPORT WITH PEERS, AND INSTRUCTORS. I ENJOY HAVING YOU IN MY CLASS. KEEP UP THE GOOD JOB. I AM PROUD OF YOUR PERFECT ATTENDANCE – OUTSTANDING....

INSTRUCTOR'S SIGNATURE: JEANNE STEELE

STUDENT'S SIGNATURE: MARCIA D BOOMFIELD

REPORTING PERIOD 2:
COMMENTS: ALL MANIKINS FINISHED FOR THE WHOLE YEAR – NEVER BEEN DONE BEFORE..
W O W MARCIA CONTINUES TO PROGRESS GREATLY IN SKILL CONCEPTS; HOWVER YOU MUST IMPROVE ON THEORY CONCEPTS DUE TO STATE BOARDS. WONDERFUL ATTITUDE – GOOD RAPPORT W/CLIENTS. KEEP UP THE GREAT JOB. HAVE A GOOD SUMMER, SEE YOU WHEN YOU GET BACK GET SOME REST.

INSTRUCTOR'S SIGNATURE: JEANNE STEELE

STUDENT'S SIGNATURE: MARCIA BLOOMFIELD

REPORTING PERIOD 3:
MARCIA CONTINUES TO GET THE JOB DONE. WE ARE GETTING CLOSE TO THE GOAL SO KEEP ON TOP WITH THEORY CONCEPTS. THIS IS DUE TO STATE BOARDS. YOU HAVE A WONDERFUL ATTITUDE AND A GOOD RAPPORT WITH CLIENTS. KEEP GOING WE ARE NEARLY THERE. KEEP THE SMILE ON YOUR FACE. YOU MUST IMPROVE YOUR SPEED – ALL HOURS MUST BE FINISHED BY THE END OF OCTOBER.

INSTRUCTOR'S SIGNATURE: JEANNE STEELE

STUDENT'S SIGNATURE: MARCIA BLOOMFIELD

REPORTING PERIOD 4:
COMMENTS: MARCIA HAS COMPLETED ALL COMPETENCY AND PERFORMANCE SKILLS. SHE WILL BE AN ASSET IN ANY SALON. I DO WISH YOU THE BEST AND I AM GLAD THAT WE WILL HAVE YOU WITH US A LITTLE LONGER. GOOD LUCK IN YOUR FUTURE ENDEAVORS.

INSTRUCTOR'S SIGNATURE: JEANNE STEELE Jeanne Steele

STUDENT'S SIGNATURE: MARCIA D. BLOOMFIELD

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CHARLOTTE VOCATIONAL TECHNICAL CENTER

18300 Toledo Blade Blvd.
Port Charlotte, FL 33948
941-629-6819

COOPERATIVE EDUCATION PERFORMANCE EVALUATION

Student Name_____ Date Evaluated_____

Employer Name_____ Phone_____

Please judge the employee on the basis of the work now being done. Be sure that each characteristic is evaluated separately. Place a check in the descriptive box that best describes the student. Please be sure to have one check per line.

Quarter 1 2 3 4 (circle one)

	PERFORMANCE FACTORS	Good	Average	Poor
1	Quality of work			
2	Quantity of work			
3	Reliability of judgment			
4	Application of safety rules			
5	Application of job knowledge			
6	Initiative and resourcefulness			
7	Explanation required			
8	Effective use of working time			
9	Dependability			
10	Adaptability			
11	Care of equipment and supplies			
12	Cooperation with others			
13	Response to advice			
14	Overall appearance for work			

COMMENTS:_____

_____

_____

Student Signature_____ Date_____

Employer Signature_____ Date_____

Instructor Signature_____ Date_____

perfeval
White: Student File Canary: Employer Pink: Instructor
created1 97

ELECTRICIAN

EMPLOYER EVALUATION

NAME: _____ DATE: October 199___

APPRENTICESHIP LEVEL: _____ SS#: ___ ___ ___ / ___ ___ / ___ ___ ___ ___

APPRENTICE AVERAGES; ___ LESS THAN 40 HRS/WK, ___40 HRS/WK, ___MORE THAN 40HRS/WK.

Please consider each characteristic separately, then place a check mark in the area that best describes the apprentices overall rating for the past TWO MONTHS.

PERFORMANCE FACTORS	JOB REQUIREMENTS HIGH			AVERAGE		LOW	EVALUATOR'S COMMENTS
PERSONAL APPEARANCE	*	*	*	*	*	*	
ATTENDANCE	*	*	*	*	*	*	
DEPENDABILITY	*	*	*	*	*	*	
ATTITUDE	*	*	*	*	*	*	
RESPONSIBILITY	*	*	*	*	*	*	
INITIATIVE/AMBITION	*	*	*	*	*	*	
RESOURCEFULNESS	*	*	*	*	*	*	
QUALITY OF WORK	*	*	*	*	*	*	
QUANTITY OF WORK	*	*	*	*	*	*	
KNOWS REQUIRED SKILLS	*	*	*	*	*	*	
ABILITY TO FOLLOW INSTRUCT.	*	*	*	*	*	*	
ABILITY ACCEPT CRITICISM	*	*	*	*	*	*	
GETS ALONG WITH OTHERS	*	*	*	*	*	*	
WISE USE OF MATERIALS	*	*	*	*	*	*	
CARE EQUIP. & SUPPLIES	*	*	*	*	*	*	
(OTHER)	*	*	*	*	*	*	
(OTHER)	*	*	*	*	*	*	
(OTHER)	*	*	*	*	*	*	

IS THIS APPRENTICE PROGRESSING AT A RATE THAT YOU FEEL IS ADEQUATE? ____YES ____NO
PLEASE EXPLAIN:

_____ ___ / ___ / ___ _____

NAME OF BUSINESS DATE SUPERVISORS SIGNATURE

** ADDITIONAL COMMENTS, IF ANY, ON BACK **

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DEALING WITH YOUR TEXTBOOK

Previewing a Textbook Chapter

- Read the chapter title to determine your purpose for reading
- Think about the kind of textbook you are using and what you expect to learn from it.
- Consider what you already know about the topic in the chapter.
- Read any paragraphs that introduce the chapter.
- Note any headings that tell more about the topic covered.
- Look for special features that present information in ways different from the text. These may be illustrations and photographs with captions, diagrams, charts, maps, examples, helpful notes in the margins, or words printed in boldface type.
- Check to see if the chapter ends with a summary and questions for review.

Reading a Textbook Chapter

- Keep your purpose for reading in mind. Stop occasionally to ask yourself whether the material fits your purpose.
- **Change headings into questions. Then read to find the answers. For example, the heading "The Causes of Heart Disease" could be changed into the question "What were the causes of** Heart Disease?"
- Read paragraphs in order. Do not skip around.
- As you read, use illustrations, photographs, charts, maps, or diagrams to help you understand the text.

Understanding a Textbook Chapter

- Find the main idea of each paragraph. If a main idea is not clearly stated put the main idea into your own words. Look for facts and details that support this idea.
- Decide what information is important or unimportant to the main idea and to your purpose for reading.
- Pause after reading a paragraph or a short section. Think about the material you have read. Try to restate the information in your own words. Can you answer a question you made from each heading?
- Reread anything that does not make sense.
- Us a dictionary or a glossary to look up unknown words.
- Write down whatever you don't understand, and ask a family member or teacher for help.

Review Material in Textbooks

- Write answers to the textbook's end-of-chapter questions, or write own questions and answer them.
- Read the summary at the end of a chapter or section. Reread the text on any points you do not understand or remember.
- Write your own summary of the information you read.
- Review any outlines, charts, or word lists you created.

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GENERAL STUDY AND TEST TAKING SKILLS

Preparing to study

- Gather the books, notes, and papers you need.
- Choose a quiet study place with good light, where you won't be interrupted.
- Think about the kind of test it will be and how you can best study for it. For some tests, you need to understand ideas or memorize facts. Other tests require you to practice skills or create a well-written paragraph.
- Know your strengths and weaknesses. Concentrate your study time on the material that you need to study the most.
- Decide whether it would help to spend time studying with another person. Usually you should study by yourself. However, you may find it useful to review with someone else after you have studied alone.

Planning for a Test

- Find out exactly what material the test will cover
- Be certain you know the test date. Write it down.
- Don't put off getting help. If there is something you don't understand, ask for help before it's time to begin studying.
- Bring home the books, notes, and papers you will need to study.
- Don't try to study too much in one day. Spread study time over several days. If you have much to cover, do your studying over a week or more.
- For large tests, make a written study schedule. Plan which days you will study and for how long.
- Start studying early, and allow plenty of time. It's better to find that you have left too much time rather than too little.
- Give yourself extra time for review on the day before the test.

Taking a Test

- Get a good night's sleep before the test, and eat a good breakfast. Remember to bring the materials you need.
- Read directions carefully. If you're unsure about what to do, ask.
- Preview the test before you begin. Plan your time, allowing yourself extra time to work on parts that appear difficult.
- Read carefully. You may need to read some questions more than once.
- Don't spend too much time on any one question. If you get stuck on one question, mark it and return to it later.
- Answer all questions. If you don't know an answer, make your best guess.
- Save time to go back and check your answers when you finish.
- Pay special attention to complete-sentence and paragraph answers. Proofread spelling, capitalization, and punctuation.

NOTE TAKING TIPS

Taking notes on material read (on what you see):

- Make a hasty survey of your assignment to get the main ideas.
- Turn the first heading into a question.
- Read to answer your question.
- After you have read the first section, look away from your book and try briefly to restate the answer to the question. THEN WRITE IT.
- When you have read your lesson, look over your notes for an overall view of the ideas presented and their relationships. Feel satisfied with your notes, or work through the section again.
- RESEARCH HAS SHOWN THAT OUTLINING IS SUPERIOR TO UNDERLINING

Taking notes during lectures (or what you hear):

- Study the topic before the lecture in order to be more familiar with the essential ideas. If this is not possible, make a survey of the topic.
- Sit in a place where you can easily hear the lecture and see the board.
- MAKE YOUR NOTES BRIEF!
- Do not try to get the exact words of the speaker. Write his or her thoughts in your own words. Use abbreviations whenever possible, but use them consistently. Put down in full only such items as the following: references , definitions, formulas, direct quotations, and specific facts (such as dates).
- Organize your notes. Arrange statements in your notes to show their relation to one another.

- If you miss a point, don't stop at the moment to recover it. Leave a blank space and get it later from someone else.
- Use these cues to spot the important points: title and introductory remarks; repetition of the main idea; summaries; key words; voice inflections; pauses; changes in the speaking voice; and use of transition word, such as besides, therefore, but.
- If necessary, review and revise your notes immediately, or as soon after class as possible. NEVER LET THIS REVIEW GO UNTIL THE NEXT DAY!

- Underline (preferably using a red pencil) all main points.
- Do not completely rewrite your notes.

SPECIFIC TEST TAKING SKILLS

Answering Multiple Choice Questions

- The incorrect choices in multiple choice questions are called distractors.
- Distractors are used to make you think a little harder. By carefully reading the choices, you will soon learn how to recognize choices that are distractors and eliminate them.

- The best preparation for a multiple-choice test is thorough knowledge of the material you will be tested on. Once you have the knowledge, all you need to do is tackle the questions using this step-by-step process.

- **Read all the directions carefully**.
- Although most tests direct you to choose the one best answer, some tests require that you choose more than one answer.

- Read the question or statement and try to answer or complete it **BEFORE** looking at the answer choices. If the answer you have given is among the choices, mark it.

- If you cannot answer the question, read each choice carefully. First look for distractors that are obviously wrong. For example:
  Who was the first president to travel by jet?
  A. George Washington B. Abraham Lincoln
  C. Dwight Eisenhower D. Ronald Reagan
- Which ones can be eliminated? What is the obvious choice?

- Eliminate choices that do not fit grammatically with the beginning question or statement. (i.e. verb tenses, plural or singular). If it isn't grammatically correct, eliminate the choice.

- Eliminate choices that seem too vague or general. Correct responses are often the ones containing specific, detailed information. They may also be noticably longer than the other choices and are carefully worded.

- When two choices are exact opposites, usually one of the two is the correct answer. Read them carefully and choose. For example: At 212 degrees F., water:
  A. Freezes C. is comfortable for bathing
  B. boils D. All of the above

- Use information included in statements and questions to help you answer other questions. This may be especially helpful when you have completed the entire test and are going back to review your answers.

- If the answer is a number, and you aren't sure of the answer, pick one of the numbers in the middle. Eliminate the high and low numbers.

- If two of the answers look almost identical, the answer is probably one of the two. Example: Dry skin may be caused by
  A. sudoriferous glands C. underactive thyroid gland
  B. salivary gland D. underactive sebaceous gland

Answering Essay Questions

- A good essay answer needs more than facts and ideas. The information must be well organized, thoughtful, and clearly presented in well-written sentences and paragraphs.

- Read the directions carefully.
- Pay special attention to the vocabulary used in the directions. If you know what the terms mean, you will have a better idea of how to write the essay. Here is a list of essay test vocabulary terms.

Compare-	describe the similarities how they are alike.
Contrast-	describe the differences.
Explain-	tell about or give reasons for.
Describe-	use words to characterize something or someone.
State-	briefly and concisely discuss a main idea or point.
Prove-	give arguments with supporting facts and details that support a statement, point of view, or theory
Diagram-	draw a chart, graph, or picture and label; your answer requires little or no written explanation

Summarize- sum up ideas or points without getting into details or other unrelated information.

- Read all of the essay questions.
- If you are given a choice, underline those questions you can best answer. In the margin next to the question, jot down any information that immediately comes to mind.

- **Budget your time.** Allow a specific amount of time to organize, answer and check each question. If all essay questions are of equal value, budget your time as follows:

- If you have an hour to complete the test:

1 question	entire hour
2 questions	30 minutes each
3 questions	20 minutes each

- **Start with the easiest question.** Because your answer needs to be well-organized, you should
- begin by writing a quick outline. A short outline will help you organize your thoughts and give you a visual plan for writing your answer.

- **Begin your answer by restating the question** as a statement or briefly answering the question. For Example:

  Question: Discuss possible reasons for the extinction of the dinosaurs 70 million years ago.

  Opening Sentence: There are several theories for the extinction of the dinosaurs 70 million years ago: rapid cooling of the weather, depletion of food supplies, and the crash of a large meteorite and the subsequent covering of the earth with a dust cloud.

- **Start each paragraph with a topic sentence**. Write the body of your answer using your outline as a guide. Each paragraph should discuss only one main idea. Fill the paragraph with facts, details, opinions, and other information that explains or extends the topic sentence. However, don't fill up your paragraphs with unnecessary information or filler. Teacher can easily spot padding. It is helpful to skip lines between paragraphs.

- **The last paragraph should summarize** the points made in the previous paragraphs. It does not need to be long, just a few sentences, but it should restate the topic. Leave a few extra lines at the end of the essay.

- **When you have finished your essay**, review your work. If you feel information was left out, add it. Also be on the lookout for careless mistakes, misspelled words, and punctuation errors.

Answering True-False Questions.

- Read the directions. Be sure you understand them.
- Read each statement two or three times. Think about the meaning of the statement. Then decide if it is true or false.
- **Remember that if any part of a statement is false, the entire statement is false.**
- Certain words can make a true statement false or a false statement true. Watch for these words:
- **All** **never** **often**
- **Always** **no** **sometimes**
- **Every** **not** **usually**
- Some tests require that you rewrite false statements so they are true. For example, the false statement "All planets in our solar system have at least one moon" may be restated correctly as "Not all planets in our solar system have moons.

Answering Matching Questions.

- **Read the directions. Be sure you understand them.**
- **Read the first item in the left-hand column.**
- Read all the choices in the right-hand column.
- Choose the best answer.
- If you are not sure of an answer, skip the item and return to it later. You will have fewer choices left to match.
- When one column has more items than the other column, you will have some choices left after matching all the items in the first column.

Answering Short-Answer Questions.

- Read the directions. Be sure you understand them.
- For fill-in-the-blank question:
  Carefully read the entire sentence.
  Look for context clues in surrounding words.
  Fill in the word that makes the most sense.
  Reread the sentence to check your answer.
- For other short-answer questions:
  Read the entire question or problem carefully.
  Think before you write. Decide what information your answer must include.

WRITING A REPORT

Preparing to do Research

- Think about the things you already know about your topic
- Plan the main points you will present in your report. Think of these main points as statements or as questions your report will answer. These statements or questions will help you decide what research is needed.
- To look up information about a topic, think about how the information may be organized in an encyclopedia or another source. Make a list of topic words to look up in an encyclopedia or an index.

Using Your Library

- Be organized. Use the plan you made for your report to choose sources.
- Become familiar with your library. Is there a card catalog or a computer file? Are there any reference sources on the computer? How are magazines arranged?
- Ask your librarian for help with equipment. If you avoid computers because you don't know how to use them, you might overlook useful information.
- Always use at least two sources. This makes your report more original.
- Don't rely only on encyclopedias. Other sources often give more detailed information. For example, imagine the difference between an encyclopedia article about an earthquake and an account by someone who was there.
- Be aware of copyright dates. Try to find the most current material available.

Finding Information Quickly

- Scan material by looking for key words or words in boldface type.
- Skim material by reading just some sentences, especially the first or last sentences of a section, to learn what a page is mainly about.
- A library's card catalog often has a summary of the book. The summary will help you decide whether the book will be useful.
- A book's jacket, table of contents, and index will provide clues about what information the book presents.
- Charts, tables, and illustrations provide information about the book's focus.
- End-of-chapter summaries give an idea of the book's contents.
- The lead paragraph of a news article usually answers the questions who, what, when, where, and how. It tells what the article is mainly about.
- Write only key words and phrases. These key words should include main ideas and important supporting details.

Taking Notes

- Write only information that is useful and important to you. The information should be related to the ideas you are presenting in your report.
- Use your own words when you can.. This will help you to think clearly about what you are reading and will help you use your own words in your report.
- When quoting directly from a source, use quotation marks to show that these notes are not in your own words.
- Use abbreviations and other writing short cuts to save time. The hints below show several short cuts.
- Abbreviate words, such as days or the week and state and country names.

- Use initials for names or key words after the first time you write them.
- Use short forms of words. Make up your own short forms. The only rule is that you know what it means when you read your notes later.
- Use symbols for words, such as equals (=), number (#), and and (+).
- Make sure your notes are accurate.

Developing an Outline from Notes

- Review your report plan to identify your main ideas. Sort your notes according to the main ideas and related information.
- It may help to rewrite notes on separate sheets of paper or on index cards. Or you might circle and underline in different colors.
- An outline is only a framework. As in your notes, use key words or phrases in stead of complete sentences.
- Arrange the main ideas as main headings, using Roman numerals I., II., III., IV., and so on.
- Arrange subtopics that are related to (but less important than) each main idea as subheadings under each main heading, using capital letters A., B., C., and so on.
- Additional details about the subtopics should be arranged under each subheading using regular numerals 1., 2., 3., and so on. It is not necessary to always have details below each subtopic.
- **Capitalize the first word of each main heading, subheading, and detail.**

- Shown below is a model outline:

I. Alien ship comes to Earth November 23, 1992
   A. Lands in Green Pines, New Jersey
      1. Larger than a football stadium
      2. Deafening roar
   B. Aliens visible inside.
      1. Square heads, six eyes
      2. No attempt to communicate with Earthlings
II. Ship departs within three hours of landing
   A. Ship emits rainbow trail as it soars upward
   B. Aliens leave mysterious box behind
      1. Strange sounds from within box
      2. Scientists believe box may contain life form

Writing a first Draft

- Many reports have an introductory paragraph, two or more central paragraphs, and a concluding paragraph.
- The first paragraph should introduce your topic or present it in a general way.
- Each of the central paragraphs should contain a main idea. Each main idea is based on a main heading from your outline. The details supporting the main idea come from the topics and details in your outline.
- The last, or concluding, paragraph presents statements that pull your ideas together and form a conclusion.
- Remember to use your own words. Never copy sentences from research sources, unless you use them as direct quotations.

Revising and Proofread for a Final Report

- Reread your work carefully. Be sure you have followed the rules listed below.
- Stick to your topic. Do not include details that do not belong.
- Make sure your main ideas are clear. All sentences should give additional details or facts about your main ideas.
- Break up any of your paragraphs into two paragraphs if necessary.
- Write complete sentences. Make sure all your sentences start with capital letters and end with appropriate punctuation.
- Spell all words correctly. Use a dictionary if you are unsure of spellings.
- Use the proofreader's marks shown on the next page.
- If too many sentences in a row start with the same word, such as he or the, rearrange the words in some of your sentences.
- If all of your sentences are short and choppy, think about connecting some pairs of sentences with a word, such as and or but.
- Start some sentences with transition words so readers can follow your ideas better. Use these words carefully though, because they can change the meaning of your sentence. Following is a list of transition words or phrases:

First	next	therefore	as a result	because of
However	finally	for example	in addition	in the same way

Preparing a Bibliography

- When taking notes, record the name of the source, the title of the newspaper or magazine article, page numbers of articles, author(s), publication or edition date, book publisher and city.
- Decide whether each source is a nonfiction book, an encyclopedia article, or a newspaper or magazine article. Check a bibliography example to see how each source should be listed. An entry for a newspaper article should be written like the entry for a magazine article.
- Ask your teacher how to list unusual information sources, such as videotapes.
- List your entries in alphabetical order. For an encyclopedia article, use the first main word(not The)of the encyclopedia's title. Use the author's last name for all other types of sources. If there are two authors, use the name of the first author mentioned in the source to alphabetize.
- If a magazine article gives a list of authors, list the first name of the first author mentioned in the source to alphabetize.
- If a magazine article gives a list of authors, list the first name and then the words et al., which mean "and others." Example: Vance, Susan, et al.

Read this sheet carefully and keep it as a reminder!:

EDISON COMMUNITY COLLEGE
LEE COUNTY CAMPUS PEER TUTORIAL PROGRAM

STUDENT AGREEMENT

The Edison Community College Lee County Campus Peer Tutorial Program is a free service that is offered to all students and is funded directly by Student Activities fees. **Tutoring is available on a limited basis to assist the student in upgrading his/her skills.**

Promptness and regular attendance are required for all sessions. Absences jeopardize your reserved tutoring time. You MUST attend your first scheduled meeting with your tutor, or you will be dropped. If you accumulate a total of two (2) absences, you will be dropped from the schedule and must reapply for tutoring. The tutor will wait only 15 minutes for your arrival. If you must be absent, you must notify the paraprofessional the day BEFORE your scheduled tutoring appointment. This is very important! Show consideration for your tutor's valuable time. **Tutors are not paid for canceled tutoring sessions.**

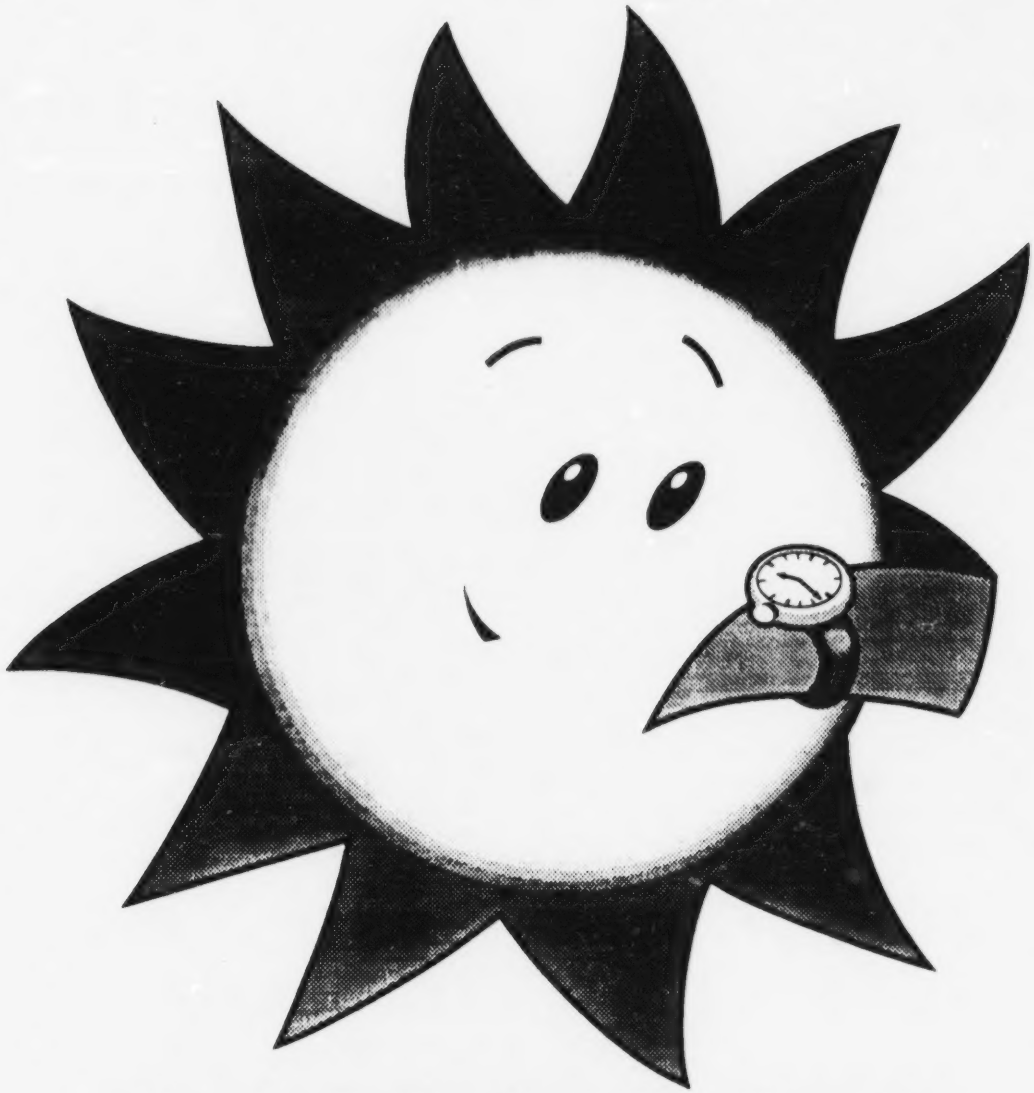
You will agree to attend classes regularly, do all required homework prior to tutoring sessions, and participate in workshops or activities that the tutor recommends. Check the tutor board for messages from your tutor. For example, your tutor may be unable to meet you due to illness or mid-terms. You may also leave a note for your tutor on the **tutor board, located at the Information Booth in Robinson Hall.**

Our tutors are peers who participate in a free service to assist you to succeed at Edison Community College. Positive behavior will be demonstrated toward the tutors. Tutors are peers who are assisting fellow students, not experts in a particular field of study. Tutors will be treated in a respectful and cooperative manner at all times. **Please inform the paraprofessional if there is a problem with your tutor.**

Do not change the time or day of your scheduled tutoring sessions without first checking with the paraprofessional. If you drop the course, withdraw from the college or decide you no longer need tutoring, it is your responsibility to notify your tutor and the paraprofessional so that your scheduled time can be provided to another student. Repeated **rescheduling will be looked at closely and may jeopardize your time slot.**

TUTOR BOARD - Located at Robinson Hall Information Booth - 489-9318
PARAPROFESSIONAL - Cynthia Heidig
Peer Tutorial Program Lab
Robinson Hall, Rm101 - 433-8048

Time Management



Tips for Getting More Done Every Day
Beating the Procrastination Habit
Engineering Your Days through Prioritizing
Accomplishing More by Setting Goals
Creating Life Savers

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PRESENTED BY:
CAROLYN GORTON
CHARLOTTE VOCATIONAL TECHNICAL CENTER

INTRODUCTION

PROGRAM OBJECTIVES

- To beat the procrastination habit
- To create time savers that are life savers
- To learn to delegate more effectively at work and at home
- To accomplish more by setting goals through seven simple steps
- To achieve more every day of your life by engineering your days
- To discover technological devices that can save you time, energy, and money

PART ONE: TIME MANAGEMENT

Definition of Time: Time is a nonspatial continuum in which events occur in apparently irreversible succession from the past through the present to the future.

List your most frequent time management problems.

- .....
- .....
- .....
- .....

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TYPICAL TIME THIEVES

	NO PROBLEM	BIG PROBLEM
No daily plan		
Leaving tasks unfinished		
No self-imposed deadlines		
Unrealistic time estimates		
Personal disorganization		
Lack of motivation		
Lack of self discipline		
Too many interests		
Too many mistakes		
Socializing		
Procrastination		
Perfectionism		
Telephone interruptions		
Drop-in visitors		
Too many routine tasks		
Too many meetings		
Inability to say "NO"		

CHARACTERISTICS OF TIME

- **Inelastic**--The supply never goes up--no matter how hard you try!
- **No price for it**--Millionaires don't have any more time than you!
- **Perishable**--It cannot be stored in a bottle!
- **Totally irreplaceable**--Once time is gone, it is gone!
- **Everything requires time**--Even life's routine activities require time!

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WHY MANAGE TIME

Listed below are three reasons people want to manage their time. Take a moment to write a brief description of what you think each means in terms of your time management.

1. "You will achieve more and enjoy it more."

2. "You will make more money."

3. "Your life will be more balanced."

TIME WASTERS

Rationalization	Distracting objects in work environment
Insufficient planning	Arguing
Failure to anticipate	Failure to listen
Poorly defined goals	Inability to say "NO"
Unrealistic time estimates	Fear of offending
Attempting too much	Preoccupation
Procrastination	Excessive socializing
Mistakes (your own)	Ineffective delegation

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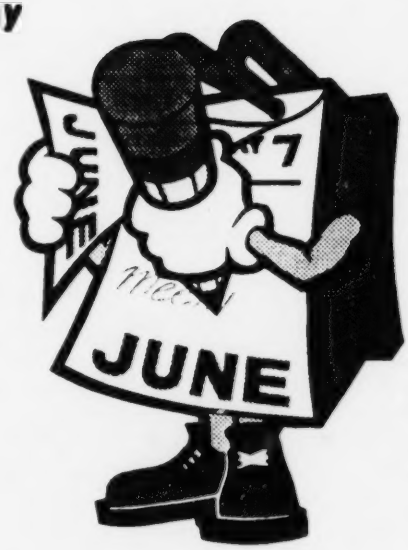
GETTING MORE DONE IN A DAY



1. Preview Review

   A. Learn to prioritize
      1. A, B, C
      2. Rush, ASAP, Routine

   B. Make a daily action plan

   C. Keep a datebook organizer

   D. Plan use of technology

   E. Use end of the day planning
      1. More objective
      2. Fresh memory
      3. Loose ends are tied--you are mentally free!

2. Rhythms and Blues

   A. Routine tasks
   B. Important tasks

3. Deal with the Worst First

   A. The Dreaded Job
   B. The Fun Job

4. Be Ruthless with Time Wasters

   A. Save One Minute on Phone Calls
   B. End Useless Conversations
   C. Respect Time

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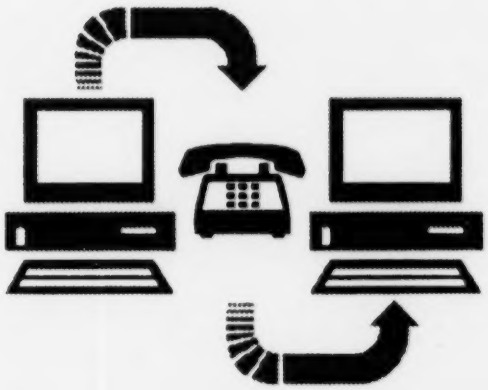
GETTING MORE DONE IN A DAY--CONTINUED

5. Use Technology to its Fullest

   A. Computers
   B. Software programs
   C. Fax, Voice Mail, E-Mail
   D. Internet
   E. Computerized Calendars



6. Do a Diagnostic Time Log

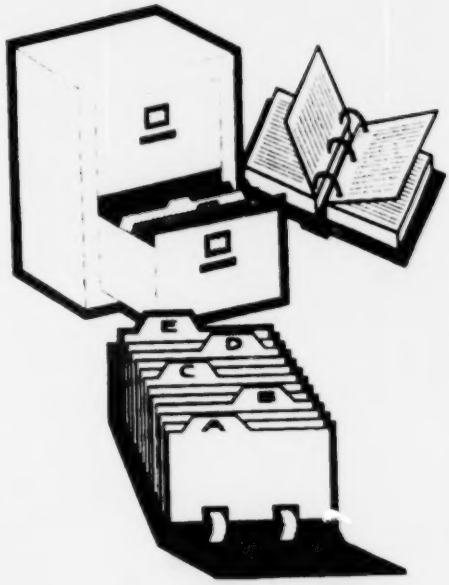
   A. Takes Time to Save Time

7. Work with Honest People

   A. Know Who to Trust

8. Build in Concentration Blocks

   A. Work--1 - 2 hours a day
   B. Personal- 30 minutes is a must



9. Organize Your Tools

   A. Fingertip System
   B. Working Order

10. Files, Files, Files--Impeccable

    A. Paper Files
    B. Electronic Files
    C. Tickler File

PROCRASTINATION

What is it?

Procrastination is simply a habit--a bad habit!

Three steps to breaking the "Procrastination Habit."

1.	Don't always look at the big picture. Break it into parts.
2.	List reasons why you procrastinate.
3.	Change the habit pattern.

List one <u>personal</u> and one <u>professional</u> project you have been procrastinating about recently.

Personal_____

_____

_____

Professional_____

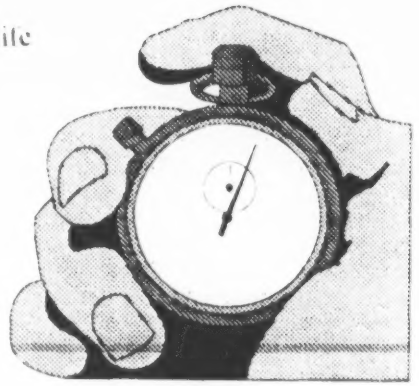
_____

_____

LIGHT A FIRE!

Do a "start-up" task
Set realistic time schedules
Break down overwhelming tasks
Face unpleasant tasks squarely
Take advantage of your moods
Be decisive and have courage
Refuse to be bored
Reward yourself well

TIME SAVERS THAT ARE LIFE SAVERS



- ☑ Eat well and exercise--and do it for the rest of your life
- ☑ Have a grass catcher list
- ☑ Do one thing at a time when thought is required
- ☑ When you are hot, work until you drop
- ☑ Make your home stress free
- ☑ Avoid clutter
- ☑ Buy in bulk
- ☑ Use a portable phone or a long phone cord
- ☑ Do routine tasks while watching television
- ☑ Limit television viewing
- ☑ When you are at an impasse, STOP
- ☑ Think electronically or on paper
- ☑ Shop by catalog
- ☑ Plan meals and grocery lists for at least two weeks at a time
- ☑ Reward yourself well

THINK OF FIVE WAYS TO REWARD YOURSELF AFTER A JOB WELL DONE

☺ _____

☺ _____

☺ _____

☺ _____

☺ _____

PAPER HANDLING

The sheer volume of paper we deal with today demands organization. Paper management is decision making: paper clutter is postponed decisions.

THE WASTEBASKET LIES AT THE HEART OF ANY PAPER MANAGEMENT SYSTEM!

ASK YOURSELF:

- ? **Is this only for my information and now I know it?**
- ? **Does this information exist elsewhere?**
- ? **Is the information recent enough to be useful?**
- ? **Under what circumstances would I want this information?**
- ? **What is the worst thing that could happen if I don't have this piece of paper?**

SURVIVAL OF THE AVALANCHE

1. Establish a location for handling all paperwork.
2. Develop a filing system.
3. Answer on original when appropriate.
4. Handle each paper only once.

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DELEGATION

Delegation is simply giving people their jobs so you can do yours.

Essential elements of delegation:

- ↘ You must give up some control.
- ↘ You must determine the overall objective.
- ↘ You must hold the subordinate responsible but achievement is up to them.

Key concept of delegation:

EXPLOIT INGENUITY--Tell them what you want done but let them figure it out!

HOW TO DELEGATE

1. Choose a capable person
2. Explain the objectives
3. Give the person the means and authority to do the job
4. Keep in contact

WHY DELEGATION FAILS

1. Easier to do it yourself
2. Some things are just fun to do
3. Gain satisfaction from being indispensable
4. Feel guilty about asking other people
5. Feelings of insecurity
6. Give away only unimportant jobs
7. Forget to set deadlines
8. Failure to follow through

True delegation means giving up what we would like to hold on to--THE AUTHORITY--and holding on to what we would like to give up--THE RESPONSIBILITY.

Stress Management Workshop

March 30, 1994

Student Exchange Network
Manatee Community College

Cheryl Lynn Dratler
University of South Florida

"With two kids and a career-I really just come here to rest"

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Objectives - overview:

I. *My role - teach a little
share a little
counsel a little
model a little
laugh a little

II. *Your role - learn a little
share a little
laugh a little
relax a little

III. *Expectations - understanding of nature of stress
understanding general stress management
share experiences
try some things out
specific ideas for a personal plan

* Not necessarily in the order given

"Don't be afraid to enjoy the stress of a full life."
Hans Selye, "father " of stress

Other thoughts:

Crises are not necessarily negative events, but critical junctures for developing psychosocial strength -- Erik Erikson

Stress is not something to be avoided - you really want to find a way to utilize the stress -- ??

Change, as we know, positive or negative, is stressful -- Same person as above
and probably a bunch of other people, too

"For fast-acting relief, try slowing down" -- Lily Tomlin

"You don't get ulcers from what you eat. You get them from what's eating you." -- Vicki Baum

"The ultimate of being successful is the luxury of giving yourself the time to do what you want to do." -- Leontyne Price

In the beginning, our man Hans borrowed the idea of stress from physics & applied to the biological phenomena of stress;

STRESS[1] - the nonspecific response of the body to any demand made upon it

Three stages: 1. alarm reaction
2. resistance (followed by a return to normal....or.....)
3. exhaustion

STRESS[2] - an individual's reaction to a *perceived* stressor

"Different stressors produce different responses. The critical element in the development in the de4velopment of stress is not any property of the stressor, nor the physical response, but the **individual's appraisal** of the event and her own **ability to meet the demand** presented by the event" Myles & Sharon Genest

"The situation is not the problem"
Murray Landsman (my favorite prof)

PSYCHOLOGICAL STRESSORS - 3 categories

1. An **actual event** - stress is caused by actually doing something perceived as stressful (taking a test [or comprehensive exams], paying bills [#@%$# ^ **%@*])
**actual does not imply the event should be stressful--just that the real event is the stressor

Your turn: 1. _____

2. _____

3. _____

And one that wouldn't be stressful to many people, but might be stressful to you:

4. _____

2. The **anticipation of an event** - this one's pretty easy.....
(worrying about the test or deadline, anticipating the prof's reaction)

Yours again: 1. _____

2. _____ That's good enough !!

3. **Imaginative** - no real event, no anticipated event;; the entire stress reaction is created by the mind (possible noise in the night, watching a frightening movie)

1. _____

2. _____

Emotional (sometimes considered a category) - feelings of loss, fear, anxiety, and loneliness can create stress responses

Each individual has his or her own profile of stressors.
The essence on stress management is learning to recognize those stressors and then finding effective means to deal with them.

Quickly list as many of your present stressors as you can - big ones and little ones
(spelling and penmanship don't count and no one else will see your list)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Spend a little quiet time thinking about the relationships of the stresses, and draw a stress-o-gram
(no one will see this either, unless you want)

DIRECTIONS: (follow them if you like, otherwise, do it your way)

1. Depict the dynamics of stress by drawing the relationships on the bottom or back of this paper. You can use any symbols you want to depict the various stressors.
2. Represent the differences in stress level in relationship to yourself by the size of shpes given to each source of stress, and the length of distance between yourself and the stress
3. Place yourself on the paper first, then draw the stressors in your life
4. Find someone you can talk to about stress. Walk through the diagram by acting it out, or talking it through. Pick a few stressors and have a dialogue with them. (sharing is always optional)

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Strategies for Managing Stress

1. Environmental engineering

    A. Learn to let go ---
    "Anything worth doing, is worth doing poorly" --- Murray
    Skip or abbreviate some tasks, what's <u>really</u> important?

    B. Take stock of all your roles

    C. Take a fresh look at what you think others expec

    D. Always set your own priorities

2. Relaxation strategies

    A. Schedule daydreaming time

    B. Get yourself a pet

    C. Set aside time every day for relaxation

3. Self-monitoring -- Keep a diary

4. Coping skills

    A. Exercise

    B. Sleep

    C. Turn stress to your advantage

    D. Try postponing worries

    E. Stop putting things off

    F. Ignore outside influences

    G. Reward yourself

    H. Ask for help

ASSESSMENT

- FCELPT

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For further information, please call or write:

Lee County Campus
8099 College Parkway SW
Ft. Myers, FL 33919
(941) 489-9230

Collier County Campus
7007 Lely Cultural Parkway
Naples, FL 33962
(941) 732-3700

Charlotte County Campus
26300 Airport Road
Punta Gorda, FL 33950
(941) 637-5678

Please note:
All of the services may not be available at all of the campuses.

12/98

COUNSELING AND ASSESSMENT INFORMATION

Resources Available in:

College Success Skills

Counseling

Educational Plans

Orientation

Master Student

Referral Services

Retention

Testing & Assessment

Test Exemptions

Transfer Planning

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Available Services...

- Transfer Planning

College catalogs from both in-state and out-of-state institutions are available. In addition, two year degree, four-year, and professional program reference materials are available in college directories.

Transfer manuals can provide students with information about specific majors in each institution. Students can pick up Curriculum Guides for specific majors and applications for admission to Florida's ten public state universities. Soon the technology will be in place to allow students to surf the Internet for the various degrees available with the State University System of Florida.

- Degree Audits

A computerized degree audit can be printed for students who are seeking an associate' degree. This audit will determine if the student has met all the necessary requirements to graduate from Edison Community College. Although degree audits are unofficial pre-graduation checks, a counselor or academic advisor can interpret the information provided to assist students in preparing for graduation. Information and transfer planning is also available for all the Independent Colleges and Universities of Florida.

- Academic Problems

Please see a counselor as soon as you recognize study or class problems or anything else that might interfere with your academic success. According to academic regulations, you will be required to see a counselor if you are placed on academic probation.

- Individual Problems or Concerns

There is always an opportunity to discuss your personal interests and concerns with a counselor. Counselors are available by making an appointment or on a walk-in basis for short-term counseling.

- Referral Services

The Counseling staff is linked with professional agencies throughout Southwest Florida. Referrals can be made to both on-campus and off-campus agencies for further counseling and educational services.

- Career Issues

The counselors on the Lee County campus are available to discuss with current and prospective students issues dealing with career matters. Students will be able to begin the process of exploring careers, making decisions and conducting initial research. Referrals will be made to the Career Center for more in-depth work, assessments and test interpretation as well as counseling.

SLS 1101:
COLLEGE SUCCESS SKILLS

- Becoming a Master Student

This course is specifically geared toward college students who may either be unsure of their career goals and/or are returning to college after several years. SLS 1101 provides an opportunity for the student to develop supportive, peer relationships. It is designed to help students develop educational skills, attitudes, and action plans for success here at Edison and in life.

Two recent follow-up studies conducted by our Department of Institutional Research found that students who earned a C or better in this course had significantly higher return rates than students who did not take this course.

SLS 1101 students will be introduced to campus life through both course work and a variety of activities. Samples of the topics covered are:

Clarifying Educational and Career Plans

Time Management

Test-Taking Tips & Overcoming Anxiety

Memory Aid Techniques

Relaxation Response

Stress Reduction

The course is worth three (3) elective credits in both the Associate in Arts and Associate in Science degrees. It is counted in the cumulative grade point average and is accepted for transfer within the State University System.

Effects of Each Preference in Work Situations

Extraverts	Introverts
Like variety and action	Like quiet for concentration
Are often good at greeting people	Have trouble remembering names and faces
Are sometimes impatient with long slow jobs	Can work on one project for a long time without interruption
Are interested in how others do their jobs	Are interested in the idea behind the job
Often enjoy talking on the phone	Dislike telephone interruptions
Like to have people around in the working environment	Think before they act, sometimes without acting
Often act quickly, sometimes without thinking	Work alone contentedly
May prefer to communicate by talking rather than writing	May prefer communications to be in writing
Like to learn a new task by talking it through with someone	May prefer to learn by reading rather than talking or experiencing

Sensing Types	Intuitive Types
Are aware of the uniqueness of each event	Are aware of new challenges and possibilities
Focus on what works now	Focus on how things could be improved
Like an established way of doing things	Dislike doing the same thing repeatedly
Enjoy applying what they have already learned	Enjoy learning new skills
Work steadily, with a realistic idea of how long it will take	Work in bursts of energy powered by enthusiasm, with slack periods in between
Usually reach a conclusion step by step	May leap to a conclusion quickly
Are not often inspired, and may not trust the inspiration when they are	Follow their inspirations and hunches
Are careful about the facts	May get their facts a bit wrong
May be good at precise work	Dislike taking time for precision
Can oversimplify a task	Can overcomplexify a task
Accept current reality as a given to work with	Ask why things are as they are

Thinking Types	Feeling Types
Are good at putting things in logical order	Like harmony and will work to make it happen
Respond more to people's ideas than their feelings	Respond to people's values as much as to their thoughts
Anticipate or predict logical outcomes of choices	Are good at seeing the effects of choices on people
Need to be treated fairly	Need occasional praise
Tend to be firm and tough-minded	Tend to be sympathetic
Are able to reprimand or fire people when necessary	Dislike telling people unpleasant things
May hurt people's feelings without knowing it	Enjoy pleasing people
Have a talent for analyzing a problem or situation	Take an interest in the person behind the job or idea

Judging Types	Perceptive Types
Work best when they can plan their work and follow the plan	Do not mind leaving things open for last-minute changes
Like to get things settled and finished	Adapt well to changing situations
May decide things too quickly	May have trouble making decisions, feeling like they never have enough information
May dislike to interrupt the project they are on for a more urgent one	May start too many projects and have difficulty in finishing them
Tend to be satisfied once they reach a judgment on a thing, situation, or person	May postpone unpleasant jobs
Want only the essentials needed to begin their work	Want to know all about a new job
Schedule projects so that each step gets done on time	Get a lot accomplished at the last minute under pressure of a deadline
Use lists as agendas for action	Use lists as reminders of all the things they have to do someday

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Preferred Methods of Communication

Extraversion	Introversion
Communicate energy and enthusiasm	Keep energy and enthusiasm inside
Respond quickly without long pauses to think	Like to think before responding
Focus of talk is on people and things in the external environment	Focus is on internal ideas and thoughts
Need to moderate expression	Need to be drawn out
Seek opportunities to communicate in groups	Seek opportunities to communicate one-to-one
Prefer face-to-face over written communication	Prefer written over face-to-face communication
In meetings, like talking out loud before coming to conclusions	In meetings, verbalize already well thought out conclusions
Sensing	**Intuition**
Like evidence (facts, details, and examples) presented first	Like global schemes, with broad issues presented first
Want practical and realistic applications shown	Want possible future challenges discussed
Rely on direct experience to provide anecdotes	Rely on insights and imagination to provoke discussion
Use an orderly step-by-step approach in presentations	Use a round-about approach in presentations
Like suggestions to be straightforward and feasible	Like suggestions to be novel and unusual
Refer to a specific example	Refer to a general concept
In meetings, are inclined to follow the agenda	In meetings, are inclined to use the agenda as a starting point
Thinking	**Feeling**
Prefer to be brief and concise	Prefer to be sociable and friendly
Want the pros and cons of each alternative to be listed	Want to know why an alternative is valuable and how it affects people
Can be intellectually critical and objective	Can be interpersonally appreciative
Convinced by cool, impersonal reasoning	Convinced by personal information, enthusiastically delivered
Present goals and objectives first	Present points of agreement first
Consider emotions and feelings as data to weigh	Consider logic and objectivity as data to value
In meetings, seek involvement with tasks	In meetings, seek involvement with people
Judging	**Perceiving**
Want to discuss schedules and timetables with tight deadlines	Willing to discuss the schedule but are uncomfortable with tight deadlines
Dislike surprises and want advance warning	Enjoy surprises and like adapting to last-minute changes
Expect others to follow through, and count on it	Expect others to adapt to situational requirements
State their positions and decisions clearly	Present their views as tentative and modifiable
Communicate results and achievements	Communicate options and opportunities
Talk of purpose and direction	Talk of autonomy and flexibility
In meetings, focus on the task to be done	In meetings, focus on the process to be appreciated

Adapted from *Talking in Type* by Jean Kummerow, Center for Applications of Psychological Type, 1985.

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Learning and the Developing Child - EDF 3122
Summer Semester 1996 - Dr. Lorraine J. Guth
University of South Florida at Fort Myers

Self-Management Behavioral Plan

OBJECTIVE: To provide you with an opportunity to develop and implement a written self-management behavioral plan for attaining a self-selected behavioral goal. This exercise is designed to apply the learning theory covered in the readings and class discussion to an aspect of your own behavior.

ASSIGNMENT:

1. **Choose a Target Behavior**
   Identify the activity you want to change. Some examples are: regular exercise schedule, time management, regulation of food intake, and increased study behavior. Target goals should be important, measurable, attainable, and positive.

2. **Record a Baseline**
   Record how much time you currently spend performing the target activity or count the number of desired or undesired responses you make each day. This step should be done before implementing behavior change strategies.

3. **Choose Reinforcers**
   Identify consequences that would be reinforcing. Arrange reinforcement contingencies such that: appropriate behavior is immediately reinforced and criteria for reinforcement are readily attainable.

4. **Implement Your Plan and Record Your Progress**
   As you implement your plan, a system for graphing target behavior needs to be continuously used.

5. **Adjust Your Plan**
   Set up an effective system for assessment/feedback to ensure that self-management can be altered, redefined, or redirected to achieve or maintain target outcome goals.

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Naples, FL 33962
(941) 732-3700

Charlotte County Campus
26300 Airport Road
Punta Gorda, FL 33950
(941) 637-5678

Please note:
All of the services may not be available at all of the campuses.

04/97

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COUNSELING, ADVISING & ASSESSMENT CENTER

Resources Available in:

Orientation

Testing & Assessment

Exemptions

Advising

Educational Plans

Career Testing

Master Student

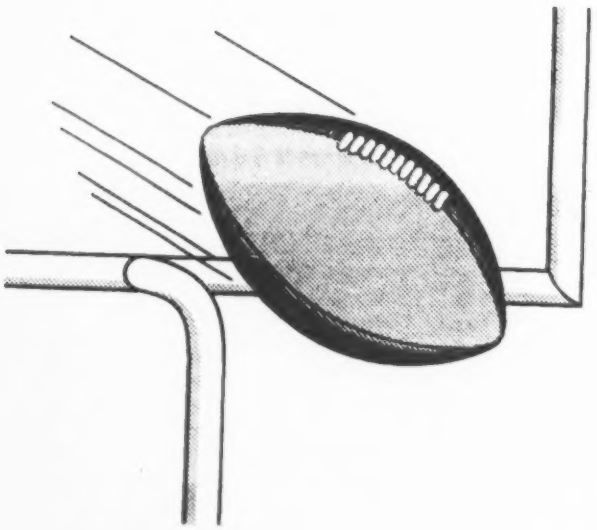
College Success Skills

Retention

Referral

Edison Community College

A Student-Centered, Learning College



GOAL SETTING

7 STEPS TO 7 GOALS

- Career--changes, promotions, benefits
- Family--vacations, leisure time, time with children
- Financial--financial planning, budgeting, retirement
- Mental--reading, professional work, workshops, spiritual
- Physical--weight, exercise, diet, grooming, checkups
- Social--home, entertainment, friendships, activities
- Service--volunteer work, service to community

7 GOAL SETTING STEPS

1. SET THE GOAL
2. LIST OBSTACLES TO ACHIEVING THE GOAL
3. SET A REALISTIC DEADLINE AND CHECK POINTS
4. LIST PEOPLE--"GO UP" OR "GIVE UP"
5. LIST SKILLS AND KNOWLEDGE YOU ALREADY HAVE
6. DEVELOP A PLAN OF ACTION
7. LIST THE BENEFITS OF ACHIEVING YOUR GOALS

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Goal 7 - Service

GOAL _____

OBSTACLES _____

DEADLINE _____

PEOPLE _____

SKILLS _____

PLAN _____

BENEFITS _____

Are You a "Wandering Generality" or a "Meaningful Specific?"

✓ **Points:**

Dates _____

✓ **Person:**

_____

"Time Management through Goal Setting"

presented by:

Carolyn Gorton

assisted by:

Renee Burwell

technical planner:

Susan Shrader

Charlotte Vocational Technical Center
18300 Toledo Blade
Port Charlotte, FL 33948
(941) 629-6819

Dreams with Deadlines

1. *Set Your Goal*
2. *List Obstacles*
3. *Establish a Time Line*
4. *List Skills and Knowledge*
5. *Ask People to Assist*
6. *Write Your Action Plan*
7. *List Benefits*

"Sleeping Won't Make Your Dreams Come True"

Goal 1 - Career

GOAL _____

OBSTACLES _____

DEADLINE _____

PEOPLE _____

SKILLS _____

PLAN _____

BENEFITS _____

Goal 2 - Family

GOAL _____

OBSTACLES _____

DEADLINE _____

PEOPLE _____

SKILLS _____

PLAN _____

BENEFITS _____

Goal 3 - Financial

GOAL _____

OBSTACLES _____

DEADLINE _____

PEOPLE _____

SKILLS _____

PLAN _____

BENEFITS _____

Goal 4 - Mental

GOAL _____

OBSTACLES _____

DEADLINE _____

PEOPLE _____

SKILLS _____

PLAN _____

BENEFITS _____

Goal 5 - Physical

GOAL _____

OBSTACLES _____

DEADLINE _____

PEOPLE _____

SKILLS _____

PLAN _____

BENEFITS _____

Goal 6 - Social

GOAL _____

OBSTACLES _____

DEADLINE _____

PEOPLE _____

SKILLS _____

PLAN _____

BENEFITS _____

"Sleeping Won't Make Your Dreams Come True"

Goal 1 - Career

GOAL _____

OBSTACLES _____

DEADLINE _____

PEOPLE _____

SKILLS _____

PLAN _____

BENEFITS _____

Goal 2 - Family

GOAL _____

OBSTACLES _____

DEADLINE _____

PEOPLE _____

SKILLS _____

PLAN _____

BENEFITS _____

Goal 3 - Financial

GOAL _____

OBSTACLES _____

DEADLINE _____

PEOPLE _____

SKILLS _____

PLAN _____

BENEFITS _____

Goal 4 - Mental

GOAL _____

OBSTACLES _____

DEADLINE _____

PEOPLE _____

SKILLS _____

PLAN _____

BENEFITS _____

Goal 5 - Physical

GOAL _____

OBSTACLES _____

DEADLINE _____

PEOPLE _____

SKILLS _____

PLAN _____

BENEFITS _____

Goal 6 - Social

GOAL _____

OBSTACLES _____

DEADLINE _____

PEOPLE _____

SKILLS _____

PLAN _____

BENEFITS _____

Goal 7 - Service

GOAL _____

OBSTACLES _____

DEADLINE _____

PEOPLE _____

SKILLS _____

PLAN _____

BENEFITS _____

Are You a "Wandering Generality" or a "Meaningful Specific?"

✓ **Points:**

Dates _____

✓ **Person:**

_____

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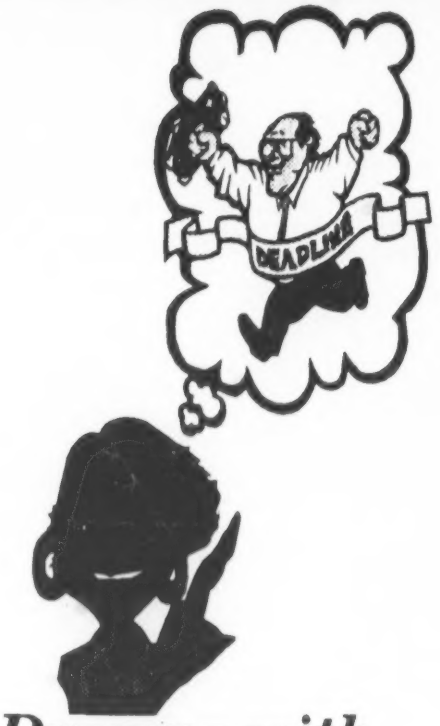

Dreams with Deadlines

1. ***Set Your Goal***
2. ***List Obstacles***
3. ***Establish a Time Line***
4. ***List Skills and Knowledge***
5. ***Ask People to Assist***
6. ***Write Your Action Plan***
7. ***List Benefits***

CLUBS-R-US

Lee County Campus

Your Guide To Fun And Excitement At Edison Community College.

Take a look at what the clubs are doing and how you can get INVOLVED!

FALL 1995

Edison Community College has a wide range of clubs and organizations available to students.

A selection of clubs providing entertainment, knowledge, and culture have been assembled and are seeking YOUR membership.

Listed in this booklet are clubs that are presently active at Edison Community College. The clubs are listed with a brief description, which will help you determine the club that is right for you!

Find a club to enrich your college experience through new friends and activities.

HOW TO GET INVOLVED

FIRST: Locate a club that interests you!

SECOND: Ask questions! The Student Development Specialist can help answer your questions or guide you to someone else who can.

THIRD: Attend one of the club's meetings or contact the advisor. This will tell you more than anything else if this is the club for you.

Most clubs meet during the official Activity Period!
12:30 - 2:00 pm Tuesday or Thursday
on the Lee County Campus

STUDENT GOVERNMENT ASSOCIATION

SGA serves as the umbrella organization for all clubs at ECC. SGA is composed of an Executive Board, Senators, and a representative from each club. The group meets every Tuesday in LH 101 to plan service projects, discuss student issues, provide leadership workshops, conduct social and educational programs, etc. Michele Yovanovich is the organization's advisor and can be reached at 489-9497.

HOW TO ORGANIZE A CLUB

Students are free to join or to organize associations for educational, political, social, religious or cultural purposes as long as they are in keeping with the philosophy and objectives of the College.

The procedures for a club to become affiliated with the College are as follows:

(1) Secure a Petition for Organization form from the Student Activities office, RH 131.

(2) Submit the completed petition, a list of prospective members (at least 25), a club constitution and by-laws, faculty advisor, written plan of organization (purpose of club, proposed meeting times, dues, names of officers and ways in which the organization will benefit the College) to the Student Development Specialist for approval.

(3) A representative of the proposed group should then present the approved materials to the Lee County SGA and Senators for final vote.

If the club and its constitution are approved, it has official recognition and may continue as a permanent organization for as long as it remains in active service and meets College standards.

All it takes is an interested group of students to get the ball rolling with any new club. Contact the Student Development Specialist on the Lee Campus (489-9063) for more information.

Club Advisors

Criminal Justice Club
Bob Hewitt
489-9333

Art Club
Bob York
489-9468

Campus Activity Board
Natalie Preston
489-9063

Respiratory Therapy Club
Stacy Clark
489-9110

Dental Hygiene Club
Janet Bilyeu
489-9079

Psi Beta
Dr. Margaret Bly
489-9452

Committee of 20
Natalie Preston
489-9063

Math Club
Ron Smith
489-9446

Pagan Allied Network
Dr. Doug Evans

Phi Lambda Alpha
Pam Seay
489-9080

African-American Student Association
James Maddlebrooks
489-9435

Peer Educators Club
Kathy Morris
489-9046

Creative Writers' Guild
Dr. Talbot Spivak
489-9467

Student Nurses Association
Gail Tracey
489-9412

Delta Psi Omega
Richard Westlake
936-6443

Chess Club
James Hart
489-9459

International Club
Sandra Fahey
489-9349

Inter-Varsity Christian Fellowship
Connie Allen
489-9434

Project HOPE Scholars Club
Natalie Preston
489-9063

Radiography Club
Paul Monagan
489-9315

Native American Cultural Society
Lodovic Kemble
489-9454

Phi Theta Kappa
Dr. Mark Herman
489-9458

Phi Sigma Omega
Dr. Harold Nolte
489-9222

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STUDENT NURSES ASSOCIATION

This is part of a nationally recognized organization, NSNA (National Student Nurses Association) with state and regional affiliations. Aspiring nurses participate in this club by sponsoring a variety of fund-raisers and guest speakers. They also assist in campus health fairs by offering their services to participants. Gail Tracey is the advisor and SNA meetings are held on a monthly basis.

RADIOGRAPHY CLUB

Under the direction of advisor Paul Monagan, the Radiography members work together to further their knowledge outside of the classroom. They work in hospitals and attend seminars to increase their understanding of radiological technology. This club can be found in LH 223 on Tuesdays.

RESPIRATORY THERAPY CLUB

Students seeking an AS degree in Respiratory Therapy are invited to join. They are involved in numerous activities related to furthering their education. The advisor for the group is Stacy Clark. They meet on Thursdays in HH 212.

DENTAL HYGIENE CLUB

People involved in this club are students in the Dental Hygienist Program. They work together as a class on a number of different activities that enhance their educational and social development. Janet Bilyeu is the club advisor and they meet on Tuesdays in HH 212.

INTER VARSITY CHRISTIAN FELLOWSHIP

IVCF promotes Christian values on campus and in personal life. Like other clubs, they are involved with fund-raising and sponsor special activities like blood drives and speakers. For more information contact Connie Allen-Advisor or attend a meeting on Thursday at 12:30 in AS 124.

PAGAN ALLIED NETWORK

A non-profit religious society whose goals include: worship in accordance with pantheists traditions, education of the general public about neo-paganism, recognize pantheist clergy and train interested students. They meet in HH 204 every Thursday. The club's advisor is Dr. Doug Evans.

CAMPUS ACTIVITY BOARD

CAB began in the summer of 1994. It is composed of students representing various ages, ethnicity, and interests. They unite to develop student educational and social programs/activities. They work closely with the Student Activities Specialist to assist in planning major campus events. Interested students should stop by HM 94 for more information.

COMMITTEE OF 20

The Committee of 20 is a group of 20 students chosen to serve as hosts and hostesses throughout the year. Selection is based on leadership, scholastic achievement and service to the College. Contact the Student Activities Specialist for more information.

PEER EDUCATORS CLUB

Students with a genuine interest in health conduct programs and distribute literature on a variety of health issues to students. You need not be in an Allied Health Program to join. Kathy Morris advises the club.

CHESS CLUB

The objective of the Chess Club is to introduce chess to those who don't know it, unite those who do know it, and provide a forum for all students to participate. James Hart is the club's advisor. They meet every Thursday in HH 203.

PHI SIGMA OMEGA

PSO is a service fraternity on campus. They support a number of campus service and volunteer projects, as well as work in the community. Rush is typically held in the Fall and Spring semesters. For membership requirements contact the club's advisor, Dr. Harold Nolte, or attend a meeting on Thursdays in HM 97.

MATH CLUB

These aspiring mathematicians are dedicated to helping others in need. Through tutoring on-campus and conducting programs in the community, they share their mathematical skills. Ron Smith is the clubs advisor.

AFRICAN AMERICAN STUDENT ASSOCIATION

This group meets on Thursdays in HM 209. Their main objective is to institute a higher level of educational goals among African-American students. AASA provides the campus and community with special activities and events throughout the year, particularly during Black History Month in February. James Middlebrooks is the club's advisor.

INTERNATIONAL CLUB

International and native students are invited to share cultures through social and educational programs. Meetings typically feature a specific country with presentations and discussions. Sandra Fahey is the advisor and the club meets in HM 96 on Thursdays.

NATIVE AMERICAN CULTURAL SOCIETY

Students of all Native American descent unite to celebrate their heritage through awareness weeks, programs, and field trips. NACS meet on Thursdays in AS 132. Lodovic Kimble is the club advisor.

CREATIVE WRITERS' GUILD

This relatively new club has a different angle. Students are encouraged to write their own poems and short stories which they later share with each other in club meetings. The group wants to compile their creative work into a publication for distribution in the near future. Dr. Talbot Spivak is the advisor for this club that meets on Tuesdays in HM 96.

ART CLUB

Bob York advises this group of students who share their artistic talents with the rest of the campus. The Art Club has been known to host student art exhibits, paint faces at Buc Fest, take field trips, etc. The club meets in HM 6 on Thursdays.

DELTA PSI OMEGA

This nationally recognized fraternity is for students majoring in theater. They work on a variety of plays throughout the year, as well as attend workshops and conferences to master their art. Richard Westlake is the advisor. Meetings are held on Thursdays in HH 203.

CRIMINAL JUSTICE CLUB

This aspiring group of criminologists take field trips to prisons and morgues , as well as bring various speakers in from corrections, probation, parole, and law enforcement. Anyone with an interest in criminology is welcome to join. The club advisor is Bob Hewitt and they meet in HM 91 on Thursdays.

PHI LAMBDA ALPHA

This is a fraternity for students studying to be legal assistants. It is led by advisor, Pam Seay. These students are active in supporting campus student activities, in addition to participating in workshops in legal assisting. For meeting day and time contact the advisor.

PSI BETA

This is the national honor society for psychology students. Academic achievement and psychology career aspirations are just a few of the requirements for membership. Psi Beta meets on the fourth Thursday in RH 209.

PHI THETA KAPPA

Founded in 1918, PTK, the 2-year college National Honor Fraternity, recognizes leadership, scholarship and service. To be invited for membership one must have a 3.0 cumulative GPA, have earned a 3.5 GPA in a Fall or Spring semester, and show interest in serving the college and community. Inductions are held in Fall and Spring. Dr. Mark Herman is the advisor and they meet on Thursdays in HM 108.

PROJECT HOPE SCHOLARS CLUB

This group is composed of recipients of the Project HOPE Scholarship. They meet to plan community service projects and hear speakers. Field trips to FL colleges and attractions are also on the HOPE agenda. Natalie Preston is the advisor and the club meets on Thursdays in HH 208.

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Informational Interviewing Guidelines

Informational interviewing can be extremely helpful in researching information about jobs, companies and schools.

1. Please remember that when you do an informational interview, you are not asking for a job! Therefore, you don't need to be nervous about your interview. You will be asking the questions to find out what you want to know.

2. Figure out what kind of information you want. Is it to find out about college programs, or about a specific job, or about a particular company?

3. Who do you call? It is always best if you know someone that can refer you to someone they know; this is called a third party contact. If you don't have a contact, or you don't know anyone there yourself, it is called a cold call. You can still make the appointment and have a good interview.

- For colleges, you can talk to an advisor in the area you are interested in. You can find these numbers in the phone book. You can also check with your high school career center.
- For a company, find the number in the phone book, and call and ask to speak to someone in Human Resources. If you know someone who works there, you can talk to that person.
- For information about a particular job, you might want to call a place that has the kind of job you're interested in and ask for Human Resources, or the name of someone doing that job.

4. How do you contact them?

- You can call directly and make an appointment for a visit
- You can write a letter asking for an appointment to come and visit. If you write a letter, you still need to call and set up an appointment.

5. What do you say?

- For a letter: Use a "standard business letter format" and tell the person you are interested in learning more about their field of work. You would like to meet with them for a brief visit and find out more about what they do. (See "Sample Informational Interview Request" Letter.)
- For a phone call about a job: Hello, my name is _____. I'm a student at _____. I've been reading about different careers, and would like to find out more from people working in those jobs. Would it be possible for me to come and visit with you for about 20 minutes one day to ask you a few questions?
- For a phone call to an advisor about a training program at a school or college: Hello, my name is _____. I'm a student at _____. I'm interested in the field of _____, and would like to meet with you to find out about the training program you have in your school. Could I set up a time to come and ask you a few questions?

6. Set up your appointment.

- Make sure you get directions when you make the appointment.
- Make sure you know how to get there. If you have never been there, you should go one day before your appointment just to make sure you can find it, and you know how long it

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takes to get there.

7. Make a list of questions you want to ask the person you are interviewing. You can take your notes with you, and write down any information they tell you that you want to remember.

8. After your appointment, be sure and send them a thank you note.

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Work Values

+	✓	-	
❑	❑	❑	Supervision: Have a job in which I am directly responsible for work done by others
❑	❑	❑	Influence People: Be in a position to change the attitudes or opinions of others or contribute to the betterment of the world
❑	❑	❑	Excitement: Experience a high degree of stimulation, frequent novelty and drama or risk-taking on the job
❑	❑	❑	Profit/Gain: Have strong likelihood of accumulating large amounts of money or other material gain through ownership, profit-sharing, commissions, merit pay increases, or high level earnings
❑	❑	❑	Advancement: Be able to get ahead rapidly, gaining opportunities for growth and seniority from work well-done
❑	❑	❑	Teamwork: Have close working relationships with group; work as a team to common goals
❑	❑	❑	Friendships: Develop close personal relationships with people as a result of work activity
❑	❑	❑	Public Contact: Have a lot of day-to-day contact with people
❑	❑	❑	Location or Community: Find place to live conducive to my lifestyle, a desirable home-base for my leisure, learning, and work life or where I can become active in local politics or service projects
❑	❑	❑	Recognition: Get positive feedback and public credit for work well done
❑	❑	❑	Time Freedom: Have responsibilities I can work at according to my time schedule; no specific working hours required
❑	❑	❑	Change and Variety: Have work responsibilities frequently changed in content and setting
❑	❑	❑	Security: Be assured of keeping my job and a reasonable financial reward
❑	❑	❑	Stability: Have a work routine and job duties that are largely predictable and not likely to change over long periods of time
❑	❑	❑	Intellectual Status: Be regarded as very well-informed and a strong theorist, as one acknowledged "expert" in a given field; generating information and new ideas in academic, scientific, or business communities
❑	❑	❑	Status: Impress or gain the respect of friends, family and community by the nature and/or level of responsibility of my work
❑	❑	❑	Independence: Be able to determine the nature of work without significant direction from others, not have to follow instructions or conform to regulations
❑	❑	❑	Challenging Problems: Engage continually with complex questions and demanding tasks, trouble-shooting and problem-solving as a core part of job
❑	❑	❑	Help Others or Society: Be involved in helping people directly, either individually or in small groups
❑	❑	❑	Creativity (general): Create new ideas, programs, organized structures or anything else not following format developed by others
❑	❑	❑	Affiliation: Be recognized as a member of a particular organization
❑	❑	❑	Competition: Engage in activities which pit my abilities against others
❑	❑	❑	Make Decisions: Have the power to decide courses of action, policies, etc —a judgement job
❑	❑	❑	Power and Authority: Control the work activities or (partially) destinies of others
❑	❑	❑	Job Tranquility: Avoid the pressures and the "rat race" in job role and work setting
❑	❑	❑	Professional Competence: Demonstrate a high degree of proficiency in job skills and knowledge, show above-average effectiveness

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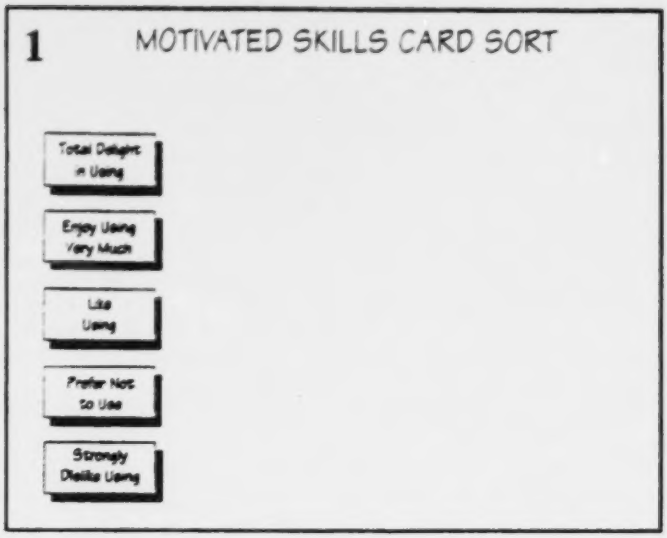
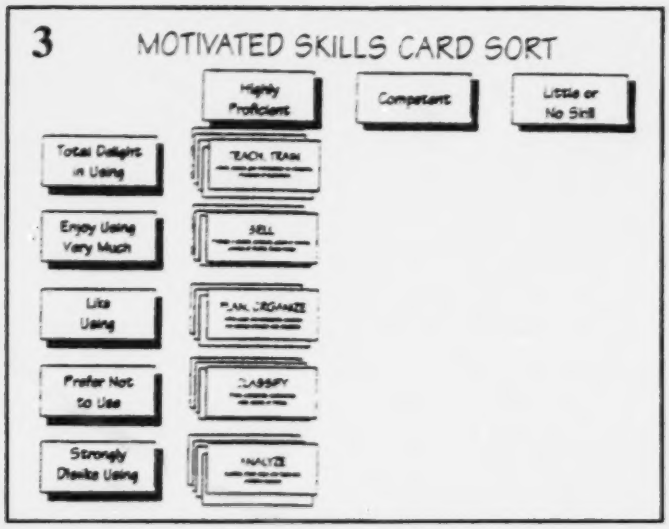
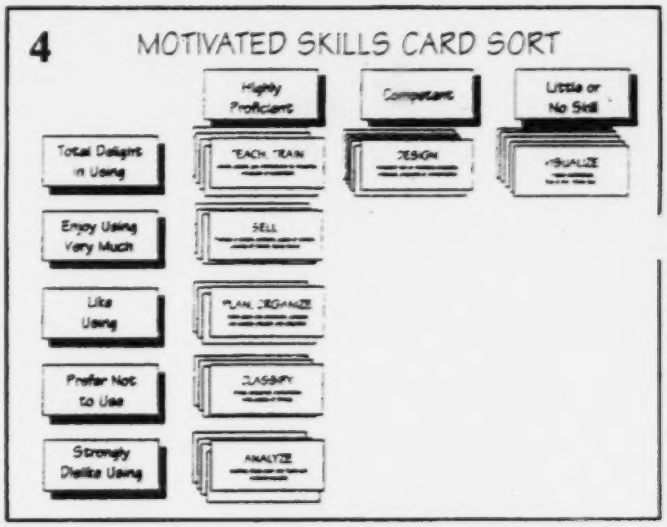
Sorting The Motivated Skills Cards - 6 Steps







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MOTIVATED SKILLS MATRIX

	HIGHLY PROFICIENT	*COMPETENT*	*LITTLE OR NO SKILL*
TOTALLY DELIGHT IN USING			
ENJOY USING VERY MUCH			
LIKE USING			
PREFER NOT TO USE			
STRONGLY DISLIKE USING			

Transferable Skills

Transferable skills (also known as functional/transferable skills) are those skills which can be applied in many situations. These skills are versatile, and *transfer* well to other types of work and leisure activities, even when the *specific work content* may be new or unfamiliar.

Check any transferable skill you can claim. As you work, think about whether you used these skills primary with people, data or ideas, things or processes. If you are reminded of an achievement, jot the transferable skill and the achievement on the back page.

- ❑ Acting / performing
- ❑ Acting as liaison
- ❑ Administering
- ❑ Advising
- ❑ Analyzing
- ❑ Anticipating
- ❑ Applying
- ❑ Appraising
- ❑ Arranging
- ❑ Assembling
- ❑ **Asserting**
- ❑ Assessing
- ❑ Auditing
- ❑ Balancing
- ❑ Bargaining
- ❑ Budgeting
- ❑ Buying
- ❑ Calculating
- ❑ Caring
- ❑ Carrying
- ❑ Charting
- ❑ Choosing
- ❑ Classifying
- ❑ Cleaning
- ❑ Coaching
- ❑ Collecting
- ❑ Communicating
- ❑ Comparing
- ❑ Compiling
- ❑ Comprehending
- ❑ Computing
- ❑ Concentrating
- ❑ Conceptualizing
- ❑ Confronting
- ❑ Connecting
- ❑ Consolidating
- ❑ Constructing / building
- ❑ Controlling
- ❑ Coordinating
- ❑ Copying
- ❑ Corresponding
- ❑ Counseling
- ❑ Creating
- ❑ Cultivating
- ❑ Dancing
- ❑ Decision making
- ❑ Defining
- ❑ Demonstrating
- ❑ Designing
- ❑ Developing
- ❑ Discovering
- ❑ **Displaying**
- ❑ **Drawing**
- ❑ Drilling
- ❑ Enduring
- ❑ Entertaining
- ❑ Establishing
- ❑ Estimating
- ❑ Evaluating
- ❑ Expediting
- ❑ Explaining
- ❑ Facilitating change
- ❑ Feeding
- ❑ Feeling / dealing with feelings
- ❑ Filing
- ❑ Fine-tuning
- ❑ Fitting
- ❑ Following / following through
- ❑ Foreseeing
- ❑ Forging
- ❑ Formulating
- ❑ Fund-raising
- ❑ Gathering
- ❑ Generating ideas
- ❑ Goal-setting
- ❑ Grinding
- ❑ Growing / raising
- ❑ Guiding
- ❑ Handling
- ❑ Harvesting
- ❑ Helping
- ❑ Illustrating
- ❑ Imagining / fantasizing
- ❑ Implementing
- ❑ Improvising
- ❑ Influencing
- ❑ Initiating
- ❑ Innovating / inventing
- ❑ Inspecting
- ❑ Inspiring
- ❑ **Installing**
- ❑ **Interacting**
- ❑ Interpreting
- ❑ Interviewing
- ❑ Inventorying
- ❑ Investigating
- ❑ Judging
- ❑ Leading
- ❑ Lifting
- ❑ Loading
- ❑ Locating
- ❑ Maintaining
- ❑ Making arrangements
- ❑ Managing
- ❑ Manipulating
- ❑ Measuring
- ❑ Mediating
- ❑ Memorizing
- ❑ Mentoring
- ❑ Modeling
- ❑ Monitoring
- ❑ Motivating
- ❑ Moving
- ❑ Navigating
- ❑ Negotiating
- ❑ Nurturing
- ❑ Observing
- ❑ Operating
- ❑ Organizing
- ❑ Painting
- ❑ Perceiving
- ❑ Persisting
- ❑ Persuading
- ❑ Photographing
- ❑ Placing
- ❑ Planning
- ❑ Planting / seeding
- ❑ Playing
- ❑ Precision working
- ❑ Preparing
- ❑ Printing
- ❑ Problem solving
- ❑ **Processing**
- ❑ **Producing**
- ❑ Producing art, music or skilled crafts
- ❑ Programming
- ❑ Promoting
- ❑ Proofreading / editing
- ❑ Protecting
- ❑ Pushing / pulling
- ❑ Questioning
- ❑ Reading
- ❑ Reasoning
- ❑ Reconciling
- ❑ Recording
- ❑ Record-keeping
- ❑ Recruiting
- ❑ Remembering / recalling
- ❑ Repairing / fixing
- ❑ Reporting
- ❑ Researching
- ❑ Restoring
- ❑ Retrieving
- ❑ Reviewing
- ❑ Rewriting
- ❑ Risking
- ❑ Scheduling
- ❑ Selling / marketing
- ❑ Sensing
- ❑ Serving / attending
- ❑ Setting up
- ❑ Shaping
- ❑ Shipping
- ❑ Simplifying
- ❑ Sketching
- ❑ Socializing
- ❑ Sorting
- ❑ Speaking
- ❑ Stage shows
- ❑ Steering
- ❑ Studying
- ❑ **Supervising**
- ❑ **Synthesizing**
- ❑ Tabulating
- ❑ Taking instructions
- ❑ Talking / conversing
- ❑ Teaching / training
- ❑ Tending animals
- ❑ Testing
- ❑ Translating
- ❑ Traveling
- ❑ Treating / nursing
- ❑ Troubleshooting
- ❑ Unifying
- ❑ Updating
- ❑ Using mechanical skills
- ❑ Using physical skills
- ❑ Visualizing
- ❑ Volunteering
- ❑ Washing
- ❑ Working
- ❑ Writing
- ❑ _____
- ❑ _____
- ❑ _____
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OCCUPATIONAL OUTLOOK HANDBOOK

The most widely used career information book ever published

1998
1999

jist

Developed by the U.S. Department of Labor

Accurate and up-to-date descriptions for all major jobs
Interesting and accurate descriptions for **250 jobs, covering** about 90% of all workers.
Information on labor market **trends plus details on each** job including:

- **Earnings**
- **Training and education** needed
- **Working conditions**
- **Skills required**
- Advancement opportunities
- Projected growth
- Related jobs
- Sources of additional **information**

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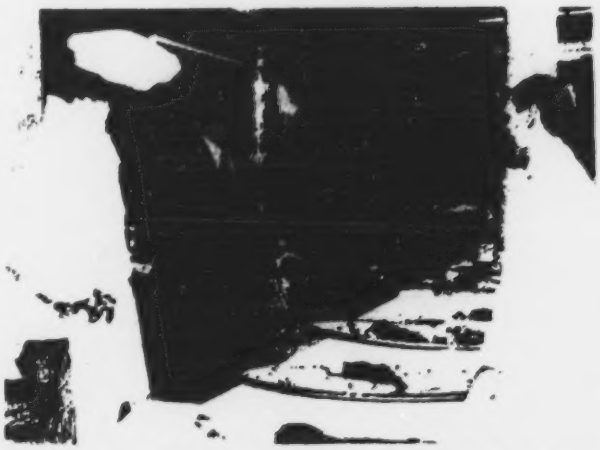
Restaurant and Food Service Managers

(D.O.T. 185.137, 187.161-010 and 167.026, -106, -126, -206, and -210; 319.137-014, -018, and -030)

Significant Points

- While many jobs are filled by promoting experienced food and beverage preparation and service workers, job opportunities are expected to be best for those with bachelor's or associate degrees in restaurant and institutional food service management.
- Employment of wage and salary managers is expected to increase more rapidly than self-employed managers, as restaurants increasingly affiliate with national chains rather than being independently owned.



Restaurant and food service managers work long, irregular hours.

Nature of the Work

Food is consumed outside the home in a variety of settings. Eating places range from institutional cafeterias and fast food to elegant dining establishments. The cuisine, price, and setting where the meals are consumed vary, but managers of these dining facilities share many of the same responsibilities. Efficient and profitable operation of restaurants and institutional food service facilities requires managers and assistant managers to select and appropriately price menu items, use food and other supplies efficiently, and achieve consistent quality in food preparation and service. They also must attend to the various administrative aspects of the business, which includes recruiting, training, and supervising an adequate number of workers.

In most restaurants and institutional food service facilities, the manager is assisted by one or more assistant managers, depending on the size and operating hours of the establishment. In large establishments, as well as in many smaller ones, the management team consists of a *general manager*, one or more *assistant managers*, and an *executive chef*. The executive chef is responsible for the operation of the kitchen, while the assistant managers oversee service in the dining room and other areas of the operation. In smaller restaurants, the executive chef may be the general manager, and sometimes an owner. In fast-food restaurants and other food service facilities open for long hours, often 7 days a week, the manager is aided by several assistant managers, each of whom supervises a shift of workers. (For additional information, see the *Handbook* statements on general managers and top executives and chefs, cooks, and other kitchen workers.)

Many restaurants rarely change their menu, while others make frequent alterations. Institutional food service facilities and some restaurants offer a new menu every day. Managers or executive chefs select menu items, taking into account the likely number of customers, and the past popularity of dishes. Other issues taken into consideration when planning a menu include unserved food left over from prior meals that should not be wasted, the need for variety, and the availability of foods due to seasonality and other factors. Managers or executive chefs analyze the recipes of the dishes to determine food, labor, overhead costs and to assign prices to the various dishes. Menus must be developed far enough in advance that supplies can be ordered and received in time.

On a daily basis, managers estimate food consumption, place orders with suppliers, and schedule the delivery of fresh food and beverages. They receive and check the content of deliveries, evaluating the quality of meats, poultry, fish, fruits, vegetables, and baked goods. Managers meet with the sales representatives from restaurant suppliers to place orders replenishing stocks of tableware, linens, paper, cleaning supplies, cooking utensils, and furniture and fixtures. They also arrange for equipment maintenance and repairs, and for a variety of services such as waste removal and pest control.

Managers interview, hire, and, when necessary, fire employees. Many managers report difficulty in hiring experienced food and beverage preparation and service workers. Managers may attend career fairs or arrange for newspaper advertising to expand their pool of applicants. Managers explain the establishment's policies and practices to newly hired workers and oversee their training. Managers schedule the work hours of employees, making sure there are enough workers present to cover peak dining periods. If employees are unable to work, managers may have to fill in for them. Some managers regularly help with cooking, clearing of tables, or other tasks.

Restaurant and food service managers supervise the kitchen and the dining room. They oversee food preparation and cooking, examining the quality and portion sizes to ensure that dishes are prepared and garnished correctly and in a timely manner. They also investigate and resolve customers' complaints about food quality or service. They direct the cleaning of the kitchen and dining areas and the washing of tableware, kitchen utensils, and equipment to maintain company and government sanitation standards. They monitor the actions of their employees and patrons on a continual basis to ensure the health and safety standards and local liquor regulations are obeyed.

Managers have a variety of administrative responsibilities. In larger establishments, much of this work is delegated to a bookkeeper; in smaller establishments, including most fast-food restaurants, managers must keep records of the hours and wages of employees, prepare the payroll, and do paperwork to comply with licensing laws and reporting requirements of tax, wage and hour, unemployment compensation, and Social Security laws. They also maintain the records of supplies and equipment purchased, and ensure that accounts with suppliers are paid on a regular basis. In addition, some managers record the number, type, and cost of items sold to exclude dishes that are unpopular or less profitable.

Many managers are able to ease the burden of recordkeeping and paperwork through the use of computers. Point-of-service (POS) systems are used in many restaurants to increase employee productivity and allow managers to track the sales of specific menu items. Using a POS system, a server keys in the customer's order and the computer immediately sends the order to the kitchen so preparation can begin. The same system totals checks, acts as a cash register and credit card authorizer, and tracks daily sales. To minimize food costs and spoilage, many managers use inventory tracking software to compare the record of daily sales from the POS with a record of present inventory. In some establishments, when supplies needed for the preparation of popular menu items run low, additional inventory can be ordered directly from the supplier using the computer. Computers also allow restaurant and food service managers to more efficiently keep track of employee schedules and pay.

Managers are among the first to arrive and the last to leave. At the conclusion of each day, or sometimes each shift, managers tally the cash and charge receipts received and balance them against the record of sales. They are responsible for depositing the day's receipts

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at the bank, or securing it in a safe place. Managers are also responsible for locking up, checking that ovens, grills, and lights are off, and switching on alarm systems.

Working Conditions

Evenings and weekends are popular dining periods, making night and weekend work common. Many managers of institutional food service facilities work more conventional hours because factory and office cafeterias are generally open only on weekdays for breakfast and lunch. However, hours are unpredictable, as managers may have to fill in for absent workers on short notice. It is common for restaurant and food service managers to work 50 to 60 hours or more per week.

Managers often experience the pressure of simultaneously coordinating a wide range of activities. When problems occur, it is the responsibility of the manager to resolve them with minimal disruption to customers. The job can be hectic during peak dining hours, and dealing with irate customers or uncooperative employees can be stressful.

Employment

Restaurant and food service managers held about 493,000 jobs in 1996. Most managers were salaried workers, but many others were self-employed. Most worked in restaurants or for contract institutional food service companies, while a smaller number were employed by educational institutions, hospitals, nursing and personal care facilities, and civic, social, and fraternal organizations. Jobs are located throughout the country, with large cities and tourist areas providing more opportunities for more formal dining positions.

Training, Other Qualifications, and Advancement

Many restaurant and food service manager positions are filled by promoting experienced food and beverage preparation and service workers. Waiters, waitresses, chefs, and fast-food workers demonstrating potential for handling increased responsibility sometimes advance to assistant manager or management trainee jobs when openings occur. Executive chefs need extensive experience working as a chef, and general managers need experience working as assistant manager. However, most food service management companies and national or regional restaurant chains also recruit management trainees from 2- and 4-year college hospitality management programs. Food service and restaurant chains prefer to hire people with degrees in restaurant and institutional food service management, but they often hire graduates with degrees in other fields who have demonstrated interest and aptitude.

A bachelor's degree in restaurant and food service management provides a particularly strong preparation for a career in this occupation. In 1996, more than 160 colleges and universities offered 4-year programs in restaurant and hotel management or institutional food service management. For people not interested in pursing a 4-year degree, a good alternative are the more than 800 community and junior colleges, technical institutes, and other institutions that offer programs in these fields leading to an associate degree or other formal certification. Both 2- and 4-year programs provide instruction in subjects such as nutrition and food planning and preparation, as well as accounting, business law and management, and computer science. Some programs combine classroom and laboratory study with internships that provide on-the-job experience. In addition, many educational institutions offer culinary programs that provide food preparation training which can lead to a career as a cook or chef and provide a foundation for advancement to an executive chef position.

Most employers emphasize personal qualities. Restaurant and food service management can be demanding, so good health and stamina are important. Self-discipline, initiative, and leadership ability are essential. Managers must be able to solve problems and concentrate on details. They need good communication skills to deal with customers and suppliers, as well as to motivate and direct their subordinates. A neat and clean appearance is a must because they often are in close personal contact with the public.

Most restaurant chains and food service management companies have rigorous training programs for their management positions. Through a combination of classroom and on-the-job training, trainees receive instruction and gain work experience in all aspects of the operations of a restaurant or institutional food service facility—food preparation, nutrition, sanitation, security, company policies and procedures, personnel management, recordkeeping, and preparation of reports. Training on use of the restaurant's computer system is increasingly important as well. Often, supplies are ordered electronically and many restaurants use computers to track the popularity of menu items. Usually after 6 months or a year, trainees receive their first permanent assignment as an assistant manager.

A measure of professional achievement for restaurant and food service managers is to earn the designation of certified Foodservice Management Professional (FMP). Although not a requirement for employment or advancement in the occupation, voluntary certification provides recognition of professional competence, particularly for managers who acquired their skills largely on the job. The Educational Foundation of the National Restaurant Association awards the FMP designation to managers who achieve a qualifying score on a written examination, complete a series of courses that cover a range of food service management topics, and who meet standards of work experience in the field.

Willingness to relocate, usually to a big city, often is essential for advancement to positions with greater responsibility. Managers advance to larger establishments, or regional management positions within restaurant chains. Some eventually open their own eating and drinking establishments. Others transfer to hotel management positions, because their restaurant management experience provides a good background for food and beverage manager jobs at hotels and resorts.

Job Outlook

Job opportunities are expected to be best for those with a bachelor's or associate degree in restaurant and institutional food service management. Employment of restaurant and food service managers is expected to increase faster than the average for all occupations through the year 2006. In addition to employment growth, the need to replace managers who transfer to other occupations or stop working will create many job openings.

Projected employment growth varies by industry. Eating and drinking places will provide the most new jobs as the number of eating and drinking establishments increases and other industries continue to contract out their food services. Increases in population, personal incomes, and leisure time will continue to produce growth in the number of meals consumed outside the home. To meet the demand for prepared food, more restaurants will be built, and more managers will be employed to supervise them. In addition, the number of manager jobs will increase in eating and drinking places as schools, hospitals, and other businesses contract out more of their food services to institutional food service companies within the eating and drinking industry.

Employment of wage and salary managers in eating and drinking places is expected to increase more rapidly than self-employed managers. New restaurants are increasingly affiliated with national chains rather than being independently owned and operated. As this trend continues, fewer owners will manage restaurants themselves, and more restaurant managers will be employed to run the establishments.

Food service manager jobs are expected to increase in other industries, but growth will be slowed as contracting out becomes more common. Growth in the elderly population should result in more food service manager jobs in nursing homes and other health-care institutions, and residential-care and assisted-living facilities.

Employment in eating and drinking establishments is not very sensitive to changes in economic conditions, so restaurant and food service managers are rarely laid off during hard times. However, competition among restaurants is always intense, and many restaurants do not survive.

Earnings

Median earnings for restaurant and food service managers were about $460 a week in 1996. The middle 50 percent earned between about $320 and $630 a week. The lowest paid 10 percent earned $240 a week or less, while the highest paid 10 percent earned over $900 a week.

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Earnings of restaurant and food service managers vary greatly according to their responsibilities and the type and size of establishment. Based on a survey conducted by the National Restaurant Association, the median base salary of restaurant managers was about $30,000 in 1995; managers of the largest restaurants and institutional food service facilities often had annual salaries in excess of $50,000. Besides a salary, most managers received an annual bonus or incentive payment based on their performance. In 1995, most bonuses ranged between $2,000 and $10,000.

Executive chefs had a median base salary of $38,000 in 1995. Annual bonus or incentive payments for most executive chefs averaged $3,000.

The median base salary of assistant managers was $23,000 in 1995, but ranged from $21,000 in fast-food restaurants to $27,000 in some of the largest restaurants and food service facilities. Annual bonus or incentive payments for most assistant managers ranged from $1,000 to $4,000.

Manager trainees had a median base salary of $21,000 in 1995, but earned $30,000 in some of the largest restaurants and food service facilities. Annual bonus or incentive payments of most trainees averaged $900.

In addition to typical benefits, most salaried restaurant and food service managers receive free meals and the opportunity for additional training depending on their length of service.

Related Occupations

Restaurant and food service managers direct the activities of businesses which provide a service to customers. Other managers in service-oriented businesses include hotel managers and assistants, health services administrators, retail store managers, and bank managers.

Sources of Additional Information

Information about job opportunities may be obtained from local employers and local offices of the State employment service.

Information about a career as a restaurant and food service manager, 2- and 4-year college programs in restaurant and food service management, and certification as a Foodservice Management Professional is available from:

- The Educational Foundation of the National Restaurant Association, Suite 1400, 250 South Wacker Dr., Chicago, IL 60606.

General information on hospitality careers may be obtained from:

- Council on Hotel, Restaurant, and Institutional Education, 1200 17th St. NW., Washington, DC 20036-3097.

For general career information and a directory of accredited private trade and technical schools offering programs in restaurant and food service management, write to:

- Accrediting Commission of Career Schools and Colleges of Technology, 2101 Wilson Blvd., Suite 302, Arlington, VA 22201.

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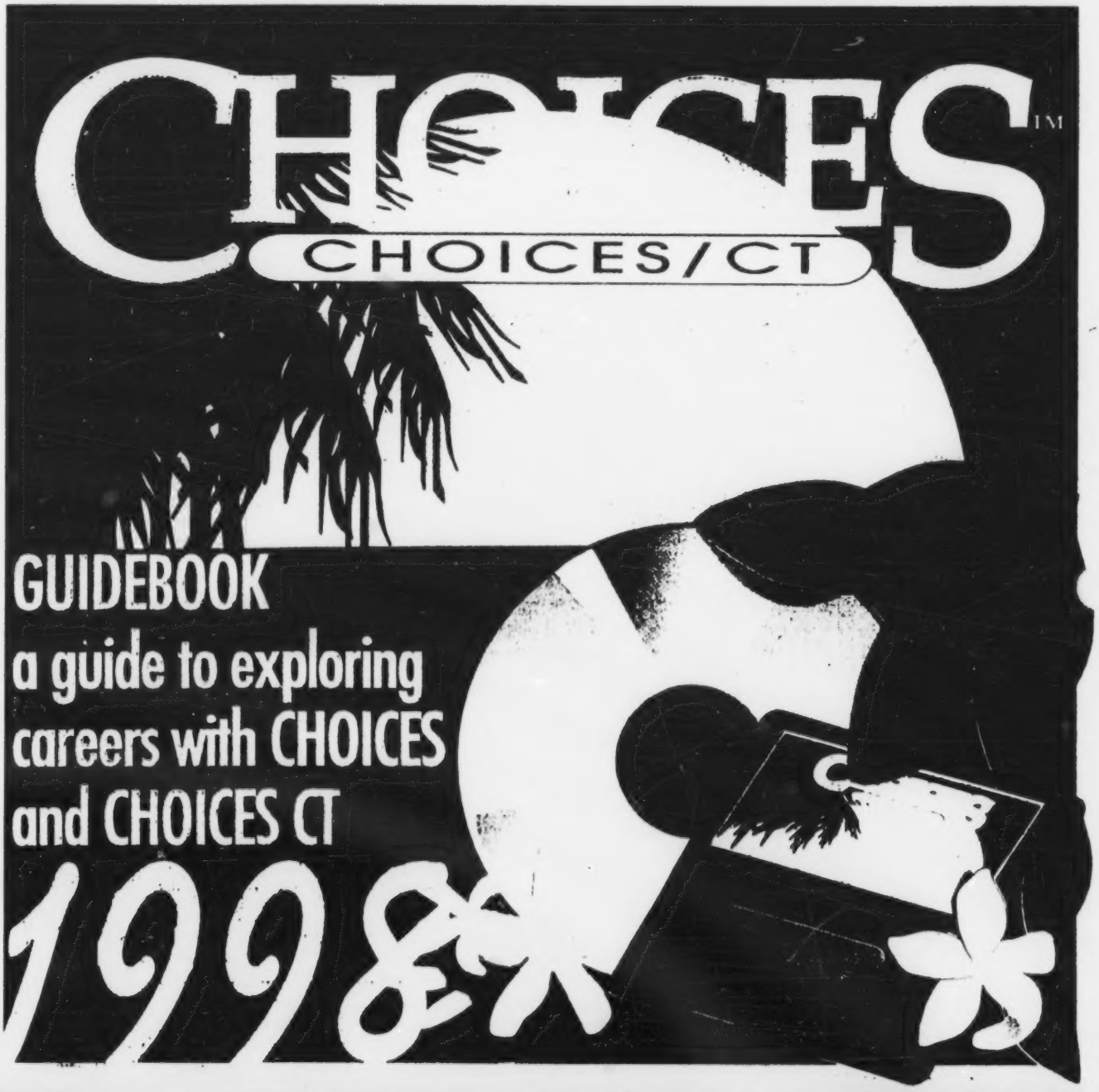
CHOICES™

CHOICES/CT



GUIDEBOOK
a guide to exploring careers with CHOICES and CHOICES CT

1998

Florida Department of Education
Division of Workforce Development
Tallahassee, FL 32399
1-800-342-9271 850-488-0400

Introduction

CHOICES is a computerized career, education, and financial aid exploration and information system that will help you increase your self-awareness, set priorities, develop career decision-making skills, and develop high school plans of study along with postsecondary career and education plans. After exploring occupations based on interests and abilities, you can get detailed information, compare occupations or even search for an occupation related to a previous job.

This Guidebook will help you organize the information you will use in CHOICES while searching for occupations. Your time at the computer is better spent if these decisions are made BEFORE you begin your conversation with CHOICES. A Profile is included for you to record your answers to the topics you decide to use. You can explore occupations by choosing topics based on your own personal ideas, dislikes and abilities. CHOICES has 19 topics that you can use in your search. You may want to use only four or five topics that are most important to you. CHOICES will search for occupations, civilian and military, that meet these requirements and give you a list of occupations to consider. Once you get a list of occupations, you can always request a full report and get information on each of the topics. It's still a good idea to read about all the topics listed in the Guide so that you are familiar with all the things that characterize an occupation.

What jobs are "hot" in Florida? You may want to consider Goldstar Occupations. These have been identified as high demand/high wage occupations for Florida. These occupations have at least 50 new job openings a year statewide and a minimum starting wage of $9.00 per hour for occupations that require some training beyond high school; some may require a bachelor's degree for entry. You can look at the list in the Master List of Occupations. You can also click on SEARCH, highlight Special List, and select Florida Goldstar Occupations to get a list. Ask your counselor or occupational specialist if the latest forecast has been completed to include Goldstar occupations requiring a bachelor's degree.

The last page of this guide gives some quick tips - step by step - to use the various databases in CHOICES.

This Guidebook is to be used with both the CHOICES and CHOICES CT program. CHOICES CT will be referenced as CHOICES throughout the Guidebook.

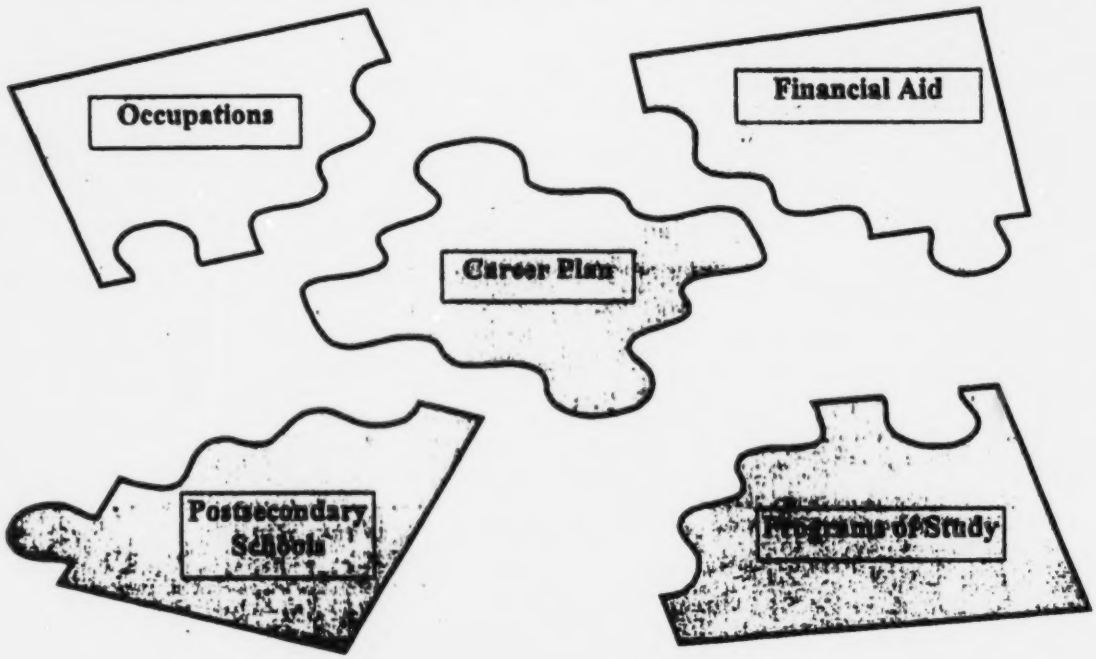
CHOICES Planner

It's very important that you develop a career and education plan whether you are in high school or otherwise planning postsecondary education. It is projected that 65 percent of jobs by the year 2000 will require training beyond high school. Don't waste valuable time by taking general courses that give you a general education which prepares you for very little in the workplace. Take challenging courses, both academic and vocational, to ensure that you have the blend of know how and skills needed in today's workplace. Decide on a career goal and plan the courses you will take during high school. Don't focus on a single occupation. Many occupations require common skills and knowledge. You may want to plan a program of study that has a core of courses common to several related specialties. This will broaden your options when planning your future. You should also be aware that some skills are transferable to other occupations. CHOICES will give you the opportunity to look at skills of various occupations and compare them.

CHOICES can help you develop high school educational plans based on information from your CHOICES occupations search. You can also develop a postsecondary plan using information from your CHOICES school and program/majors focus list. As you develop post high school plans, be sure you understand how secondary programs of study link to postsecondary programs.

As you review your suggested lists, you will want to highlight occupations, schools, programs/majors, and financial aid in which you have an interest so that you can create focus lists. After you highlight an item on your list, click on the Planner pull down menu. It will give you the option of adding to the focus list. The focus list(s) will be transported to the planner.

Be sure to look at the Planner while in CHOICES. It has lots of information and activities that can help you put the puzzle pieces together as you develop plans for your future.



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SCANS Skills I Observed At My Job Shadow

SKILLS

EXAMPLES YOU SAW OR WERE TOLD ABOUT

Using Systems

Using Technology

Using Tools

Using Resources

Using Information

Working Well With Others

Personal Qualities

Thinking Skills

Using Math

Using Reading/Writing

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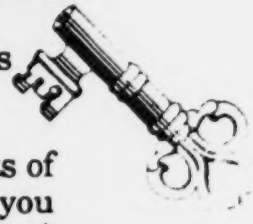
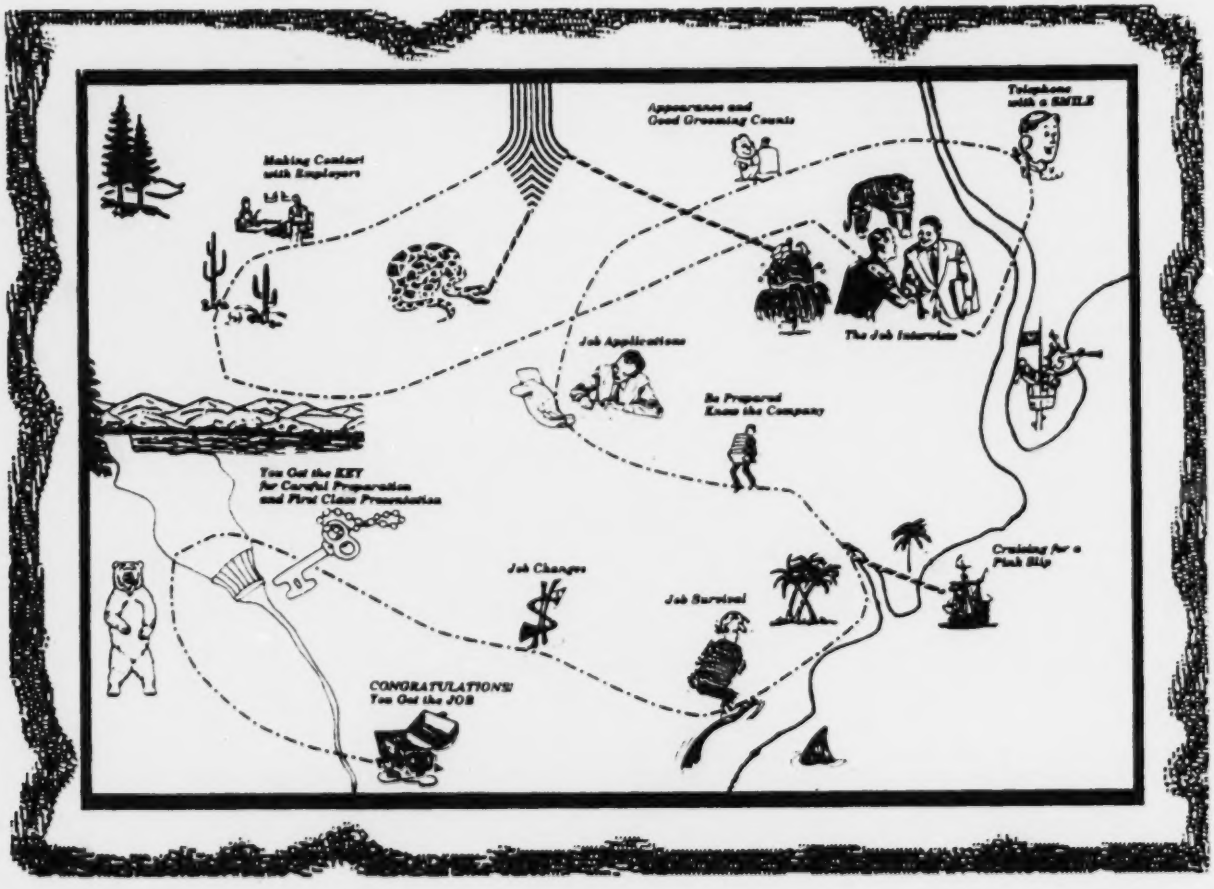
THE JOB SEARCH

"Where are the jobs? How does one know where to look? Are there any free agencies to help with job placement?"

Questions such as these arise in the mind of every job seeker. By "***mapping out***" your job search, you too can find the "***treasure***" of your future! Careful preparation and first-class presentation is the ***KEY***.



This booklet is like a map. It shows you the major points of interest and hidden pitfalls along the way. It tells you what you need to know to get where you are going. Pay particular attention to the signs and clues along the way that will lead you in the right direction. You must choose your own route and plan your destination.


Appearance and Good Grooming Counts
Telephone with a SMILE
Making Contact with Employers
The Job Interview
Job Applications
Be Prepared Know the Company
You Got the KEY for Careful Preparation and First Class Presentation
Job Changes
Job Survival
Cruising for a Plush Slip
CONGRATULATIONS! You Got the JOB

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(Finding the KEY)

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FINDING JOB OPENINGS

The more leads you have on jobs, the greater your chance of getting the best possible job in your field.

Listed below are some places and ways to look for a job:

●**Networking.** Tell the world you are looking! The U.S. Labor Department cites that 80 percent of jobs come from networking. Tips from friends, relatives, and anyone you come in contact with are the easiest way to learn about jobs. Network with community members in clubs or associations to which you belong, church members, industry leaders, former employers or supervisors, etc.

●**Hit the pavement!** Go through the Yellow Pages and find places you might like to work. Plan your visits carefully and visit these working sites and remember to dress appropriately.

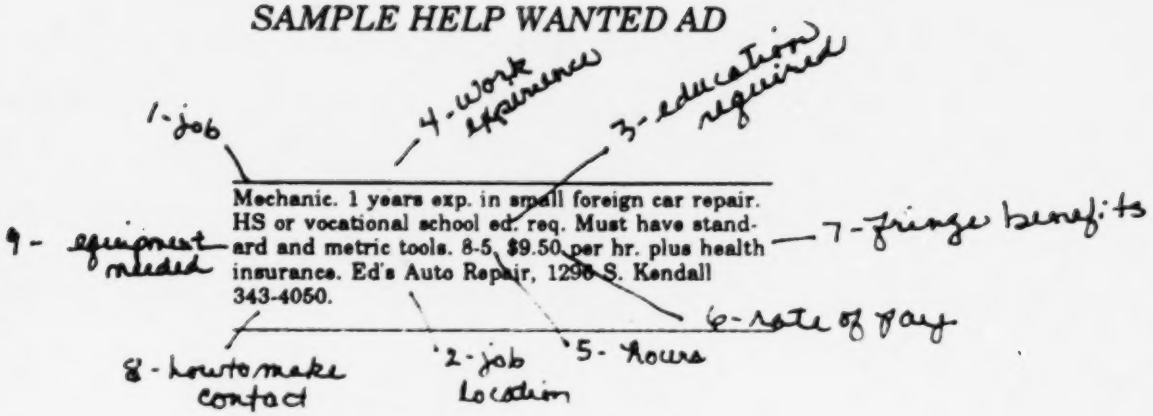
●**Telemarketing yourself.** Pick up the phone and call companies to see if they are hiring. Keep track of contacts and write down the names of the people that you talked with.

●**Private employment agencies.** These agencies are a possible source of employment leads but they involve payment of a ***FEE.*** Be sure to read the small print on the contract and know the exact amount of payment and any penalties which are involved if you leave the job. (This can be a negotiating item when you accept a job offer.)

Local agencies include AAA Employment, A Preferred Nursing Service, Aarsonson Employment, Senior Community Service Employment Program, Shaver Employment Agency, and Snelling Personnel Services.

●**Read the newspaper.** The newspaper can provide you with valuable job leads. New products, mergers, acquisitions, etc., of companies are indicative of its growth. Also, the classified section is a good source for job openings under "Help Wanted." Do not rely solely on this tool as a potential job source as many employers (an estimated 85%) never advertise in the newspaper.

SAMPLE HELP WANTED AD


1-job
4-work experience
3-education required
Mechanic. 1 years exp. in small foreign car repair. HS or vocational school ed. req. Must have standard and metric tools. 8-5, $9.50 per hr. plus health insurance. Ed's Auto Repair, 1298 S. Kendall 343-4050.
9- equipment needed
7-fringe benefits
6-rate of pay
8-how to make contact
2-job location
5-hours

•Visit school placement services. CVTC has its own placement service through Job Service of Florida. A Job Service representative is housed in Building A and will furnish job openings in the area. Student Services also maintains a "Job Board" in its office in Building A with current job openings which employers have announced. Each program area on campus also has a "Job Board" that is related specifically to that area.

•Use public employment agencies such as:

Job Training Partnership Act Office
312 Nesbit Street
Punta Gorda, FL 33950
Phone: (813) 637-1311

Heartland Private Industry Council (HPIC)
Brevard Street
Arcadia, FL 33821
Phone: (813) 494-3157

Job Service of Florida
1205 Elizabeth Street, Suite A
Punta Gorda, FL 33950
Phone: (813) 637-6981
Job Line: (813) 637-6821

•Other places to look. The United States Armed Forces Recruiting Offices, government personnel offices, professional organizations, unions, and local churches are other employment possibilities.

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Job Skills Information

How to Apply for and Get a Job

from ***Advice from an Employer on How to Get a Job***

Anne Jones works for a well-known retail sales company. She has been responsible for recruiting and selecting qualified staff up and down the West Coast. In this talk, she shares with youth:

- What employers are looking for in an applicant.
- What to do to get the job.

What do you have to offer?

Before you make the effort to look for a job, take some time to think about the great things about you. What are your strong points? Even if you haven't had a job before, you can include experience like baby-sitting, helping at Sunday School, being a Teacher's Assistant, receiving an award for attendance, or participating in a dramatic performance.

Asking for the Application

It is best to go by yourself. Remember, this may be the very first impression you make. Your dress, a friendly smile, and a nice attitude will register. Ask if the manager is available but if he or she isn't take the application from whoever gives it to you. Introduce yourself by saying, "My name is Tom Jones (or whoever) and I am really interested in working here. I would like to fill out an application." Ask if any positions are open, but even if there aren't any, get the application and return it because that could change.

If you have an opportunity to shake hands with the manager, do so. Whether you are a young man or woman, shake hands firmly. If they are busy, don't pressure them with a lot of questions, just be gracious. Take the application and say thank you.

Filling Out the Application

It is a good idea to get two applications because you might make a mistake on the first one. Be careful to make the second one perfect. Employers don't mind giving out two. Read the application carefully and don't rush. Go somewhere by yourself and fill it out. Neatness is the very first thing an employer sees. If you don't have nice handwriting, type or print it. Employers get so many applications - a nice clean application stands out..

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JOB APPLICATIONS

Have you ever completed a job application form? Maybe you have completed five, ten, or even one hundred application forms in your lifetime! On the average, research shows that most people complete **18 job applications** in order to get <u>one</u> job.

Sound like a lot or work? You bet. But with a lot of preparation you can be well prepared and get that job!

Some general tips for completing the application:

- ✔Always read the entire application before starting to write.
- ✔Plan ahead for any items you need to abbreviate. Decide if you will need to attach an additional sheet of paper to include all necessary information.
- ✔Have all information with you. Keep a "***wallet card***" with all your vital statistics listed for quick reference.
- ✔Print or type your application in ink.
- ✔Do not mark out anything on the application. If you make an error, use correction fluid (white-out) to correct it neatly.
- ✔Be sure to complete every blank. If something does not apply to you, place "None" or N/A (not applicable) in the blank.
- ✔Proofread the entire application after completion.
- ✔Be sure to sign and date the application.

TELEPHONING

Telephoning to arrange a personal interview is not always the best way to contact an employer because it does not give you a chance to meet the employer face to face and make a good impression. However, sometimes the "Help Wanted" ad in the newspaper only gives a telephone number.

If you do need to call to set up a job interview, follow these guidelines:

1. Find a quiet place from which to place your call.

2. Have all the job information with you--the information from the ad (or from whatever source), the contact person's name, a pencil and paper, your personal calendar, etc.

3. Begin the conversation by introducing yourself.

4. Ask to speak to the contact person or if he is not known to you, ask for the person in charge of hiring.

5. State the purpose of your call and the specific job opening you are interested in.

6. Use your best telephone manners. Develop a pleasing telephone voice--you sound better if you ***SMILE***.

7. ***LISTEN*** to the information you are being given and write down important information on dates, times, and directions to job site.

8. Be sure to repeat the information to assure that you have everything correct.

9. Say "***thank you***" before you say "good bye."

Listed below are some possible sections your application might contain:

PERSONAL

You will be asked to list your name (legal name), address, telephone number, social security number. Some applications also ask what salary you expect. Be sure to write **OPEN** or **NEGOTIABLE** in this space. You can discuss the salary issue in the interview. You may also be asked where you heard about the position: newspaper ad, from a friend, job posting, etc.

EDUCATION

The application may ask for your education from grades one through post-secondary. Be prepared with dates attended, name and address of school, major (use General if in doubt), and date of graduation.

If you attended more than one school, list the last school attended. For example, you attended five high schools, list the last high school and date graduated.

EMPLOYMENT HISTORY

The application usually asks for a listing of previous jobs including the name and address of the company, dates of employment, position, duties, supervisor's name, beginning and ending salary, and reason for leaving. ***BEWARE***: Never put "***Personal***" as the reason you left a job. This puts a "flag" up immediately and may become the focus of the interview. Try to be honest but creative--Maybe you left the job because you "wanted a career change," wanted "more challenging work," etc.

Read the fine print on application forms concerning how much employment history the employer needs. Some applications ask for a complete history while some ask for only your past four jobs or your employment for the past five years.

MILITARY

If you have been in the military, complete this section in detail. If not, write N/A.

REFERENCES

You may be asked to list three to five references who can be contacted in order for the employer to get information about you. Unless specified otherwise, use previous employers, supervisors, instructors, fellow workers, etc. You might be asked to give a character reference such as a personal friend. ***NEVER USE RELATIVES OR A PERSON WHO MIGHT NOT BE EAGER TO GIVE YOU A GOOD REFERENCE.*** Always ask the person if you might use their name as a reference *before* you use their name.

Check your own references. To make sure that your references are not damaging or ineffective, contact each reference in advance and explain who might be calling and what should be left unsaid. Role play by getting a business friend to call and pretend to check your references.

HOBBIES/INTERESTS/EXTRACURRICULAR ACTIVITIES

Here is your chance to express some of your personality. Many times this section acts as an ice breaker and gets you and the interviewer talking. Just don't overdo it by listing too many outside interests.

OPEN ENDED QUESTIONS

These are questions that require you to write more than a simple "yes" or "no." Always remember to be clear, concise, and positive in your response. The employer is mainly interested in observing how well you write, spell, and punctuate.

ALWAYS BE HONEST ON YOUR APPLICATION. WHEN SIGNED, IT BECOMES A LEGAL DOCUMENT.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY # _____

NAME _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE

PERMANENT ADDRESS _____
STREET CITY STATE

PHONE NUMBER _____

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME & DEPT. _____ **REFERRED BY** _____

EMPLOYMENT DESIRED

POSITION _____ **DATE YOU CAN START** _____ **SALARY DESIRED** _____

ARE YOU EMPLOYED NOW? _____ **IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER** _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ **WHERE** _____ **WHEN** _____

EDUCATION	NAME & LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
JR. HIGH SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

ACTIVITIES, CIVIC, ATHLETIC, ETC. _____
(EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, SEX, MARITAL STATUS, AGE, COLOR OR NATIONAL ORIGIN OF MEMBERS)

318 (CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS STARTING WITH LAST ONE FIRST)

DATE MONTH & YEAR	NAME & ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

REFERENCES (GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.)

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

(IT IS UNDERSTOOD THAT ONLY JOB RELATED DEFECTS MAY BE USED TO DENY EMPLOYMENT TO AN APPLICANT.)

PHYSICAL RECORD

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY

APPROVED (1) (2) (3)

EMPLOYMENT MGR. DEPT. HEAD GENERAL MGR.

WINNING RESUMES AND COVER LETTERS

ADAPTED AND PREPARED FOR USE IN CAREER CLASSES
AT
CHARLOTTE VOCATIONAL TECHNICAL CENTER

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WINNING RESUMES AND COVER LETTERS

WHAT IS A RESUME? WHY DO I NEED ONE?

In the past a resume was a simple, rather boring sheet of paper outlining your experience and education with a list of references at the end. That kind of resume will get you nowhere today!

Today's job market is fiercely competitive and calls for a serious sales campaign to market yourself as a product the prospective employer can't live without. A resume is one element in this sales presentation that markets your abilities and outlines for the employer the advantages of giving you the job. It becomes a *sales brochure* used to convince the employer (the buyer of the product you are selling) to grant you the opportunity of giving your sales presentation in a face-to-face interview.

If you are looking for a job, you have to be your own salesperson. Don't be afraid to toot your own horn. Show potential employers how you can help them. Promote your skills and abilities; otherwise no one will ever know what a great catch you are!

Your resume should briefly outline

- ***who you are***
- ***what you would like to do***
- ***what you know***
- ***what you have done***
- ***what you can do for the employer***

CHARACTERISTICS OF A WINNING RESUME

Attractiveness

To impress an employer, your resume has to look good.

•**Paper:** Use good quality 8½ by 11-inch paper—white, ivory, gray, or buff are preferred colors.

•**Clean and error free.** Your resume ***must*** be free of typing/spelling errors, smudges, stains, wrinkles, and creases.

•**Printer/Copier.** When making copies, be sure to use a high-quality printer and/or photocopier. Some people have their resumes professionally printed at local print shops.

Readability

•CAPITALIZE and/or **BOLD** section headings.

•Leave white space between sections.

•Use bulleted short phrases instead of jumbled together paragraphs.

•Use simple, clear language and an easy-to-read type style and size. Compare the following:

> I opened the store in the morning, arranged merchandise on display shelves, and kept track of inventory. After six months, I was promoted to assistant manager. After my promotion, I began filling out daily sales reports. I also trained new employees.

- Arranged merchandise
- Kept track of inventory
- Promoted to assistant manager after six months
- Filled out daily sales reports
- Trained new employees

Heading
Your name, address, and telephone number will appear at the top of your resume.

Objective/Skills Summary
Below the heading state your career objective. This statement should match the description of the job for which you are applying. If you are applying for more than one job, change the statement accordingly in each resume you send. Avoid making the objective so specific that you limit your chances for being called for an interview. For example, can you see why the following objective statement would not be in an applicant's best interest?

OBJECTIVE: Seeking an entry-level position as an accountant in large firm that would give me significant responsibility and an opportunity to rise to mid-management level within three years.

The previous statement makes it useless to send the resume to small or medium sized companies. Also, a large company seldom promotes anyone from an entry-level position to mid-management in only three years. A better statement would be:

OBJECTIVE: Seeking an entry-level position in accounting.

An advantage of writing a *skills summary statement* to introduce your resume allows the potential employer to evaluate you for other positions that you may be qualified for but haven't identified in your objective. Summary statements can be stated in paragraph form or in a short bulleted list. Expanded summaries can be included in the form of accomplishment statements (See page36).

Education
If you have just finished your education or training and have very little experience, the next section should be education. If, on the other hand, you have had extensive experience in the job market, your experience should be listed before education. Lead with your strongest qualification—education or experience.

If you have more than one school or training facility to list, begin with the last one you attended. State the name of the school or training facility, location, and dates of attendance (optional). In this section include shorter training courses, workshops, seminars, courses in the military, and individual courses not leading to a degree if they are relevant to the position for which you are applying.

Other information to be listed here might be your class standing and grade point average if they are impressive. If your resume needs to be lengthened, list some of the courses you took in your training. Any special projects or unusual educational experiences may be included here. Internships and apprenticeships should be listed under work experience.

Experience
Presenting this information depends on whether you are creating a standard resume often called a **chronological**

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combination resume would be a good way to emphasize relevant skills.

Be sure to remember to make this section persuasive by using **action words** to begin short phrases illustrating your qualifications and abilities. If you think you are a reliable worker, prove it by telling what experience you have that demonstrates that you are reliable. For example:

•Cashed up and closed shop twice a week

Using quantities, amounts, dollar values, and percentages where they enhance what you have done is very impressive and convincing. For example:

•Increased advertising revenue by 50% in a three-year period

•Organized fund-raising activity that earned $900 for Charlotte Vo-Tech scholarships

Activities, honors, awards, memberships, special skills, military

This section can be headed by any one of the above words. The title you use depends on what you want to emphasize. If you belong to community groups and have received awards, you may want to head this section "Awards and Memberships." If you have played sports and served on any committees, you may want to title it "Activities." Actually, you could use a section title and content specifically for your own situation and to highlight your own accomplishments and personal qualities that an employer might find impressive.

Interests

Experts disagree as to the advisability of including a personal interest section on a resume. Personal interests might be better discussed during the interview. However, if your hobbies or interests are very unusual, highly impressive, or directly related to the job, feel free to include this section if you have space.

References

This sections identifies people with authority who know something about your work habits--former employers, work supervisors, and teachers. Be sure your references know that you are using them as a reference and be sure they feel comfortable serving as a reference for you. Most resumes simply state:

References available upon request.

Listing references at the bottom of your resume takes up a lot of space that could be put to better use. Some experts advise us to omit the reference section entirely because interviewers do not need to be told that references are available. Be prepared to furnish references whether or not you mention them in the resume.

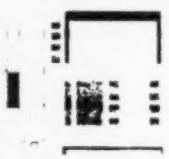
WHAT SHOULD ***NOT*** GO INTO YOUR RESUME?

Age, weight, height, marital status, race, and religion should not be included in your resume. Employers are prohibited by law

may not be suitable for discussion during the interview.

HOW TECHNOLOGY IS AFFECTING RESUMES

Resumes may be transmitted by fax, e-mail, and over the Internet to businesses in your own town or across the globe. Electronic distribution of resumes is economical, fast, and easily accessible and so will become more and more popular.



Even if your resume is not sent electronically, it may still need to be computer-friendly because many companies use computers to scan, read, screen, and file resumes to avoid the time and cost of sorting through their resume stacks by hand.

Electronic resumes differ from paper resumes in the following ways:

- Always put your name as the first line of each page of the resume.
- Use white paper for the best results.
- Provide a laser-printed original if possible.
- Use standard typefaces such as Helvetica and Times Roman.
- Do not use a two-column format.
- Avoid graphics, boxes, shadows, underlines, and italics.
- Put e-mail addresses on a separate line to avoid confusion with street address.
- List employers before achievements.
- Connect dates horizontally (19XX - 19XX), not vertically.
- Spell out words.
- Use **nouns** (keywords) rather than verbs and the more keywords your resume contains the better your chances of being chosen.

Keywords are words used to label the job yourself, and skills. They may be job titles, degrees, skills that relate to a job, personal traits, and other "buzzwords." Example: *Administrative Assistant with a BA in English who is a self-starter and can handle such computer programs as Excel, WordPerfect, and Word on a PC.*

(See page 34 for a sample list of keywords.)

DON'T PROCRASTINATE! BEGIN PREPARING YOUR RESUME TODAY!

Preparing a winning resume will take an investment of your time. This investment will be worth the effort when you finally complete your own marketing brochure! The following steps may help you organize the process:

☞Analyze your accomplishments. Write down everything you have ever done that produced results. Brainstorm—don't leave out anything!

☞Let these ideas "sit" overnight.

☞Go over your ideas again. Highlight everything that could apply to the position for which you are now applying in order to make your resume ***focused***.

☞Select a resume model and format.

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DIANA VELEZ
215 Wisteria Drive
Westbrook, ME 04092
(207) 555-1234

OBJECTIVE

To obtain a challenging position in the field of accounting

EDUCATION

Candidate for A.S. degree in Accounting, Andover College, May 199_

EXPERIENCE

Office Manager, Smith and Jones, Portland, ME (199_–present)
* Run office, pay all bills
* Order all supplies for lab and office
* Keep the books and do the quarterly reports

Owner, Harris' Custom Designs, Westbrook, ME (1981–1991)
* Supervised five employees in construction and installation of draperies
* Worked with designers and private clients
* Measured and estimated jobs
* Kept books, did payroll, made quarterly reports

Front-End Supervisor, Bradlee's, Westbrook, ME (1973–1976)
* Supervised cashiers and service desk
* Did all scheduling
* Trained all new employees

Bookkeeper, Consumers Gas, Portland, ME (1964–1967 and 1977–1979)
* Responsible for billing, accounts receivable, accounts payable
* Scheduled deliveries of bottled gas
* Sold appliances and fire and safety equipment from sales floor

AWARDS AND ACTIVITIES

President, Andover College Student Senate, 199_
Who's Who Among American Junior College Students, 199_
Dean's List, Andover College, all four semesters
Member American Business Women's Association

Figure 3–10. Diana Velez's Standard Resume (Chronological)

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COVER LETTER TIPS

- **Do not address cover letters with the salutation "Dear Sir."** Many hiring managers are women.
- **Do not include a photo with your cover letter and resume.**
- **Do not handwrite your letter or add handwritten changes to your resume.**
- **Do not forget your signature.** Believe it or not, it is easy to overlook signing your letter.
- **Review your letter carefully.** Ask a friend or relative to check it for spelling and grammar. Use the dictionary and spell-check program on the computer.
- **Do not overuse the word *I*.** Emphasize the company to whom you are writing.
- **Don't forget to include your phone number.**
- **Avoid awkward phrasing.** Write simply and directly as if you were having a polite conversation.
- **Avoid abbreviations.**
- **Don't forget to enclose your resume!**
- **Do not overwrite.** Your cover letter should be no longer than one page.

14 Andover Street
Somersworth, NH 03878
April 21, 199_

Ms. Molly Bloom
Shaw, Joyce and O'Casey
782 Elm Street
Manchester, NH 03063

Dear Ms. Bloom:

I would like to apply for the position of legal secretary that was advertised through the Placement Office of Hathaway College.

I graduated from Hathaway College in 1986 with an AS degree in secretarial science. Since graduation I have been working for the law firm of Arthur, Wing and Pinero in Somersworth. At Arthur, Wing and Pinero I do routine typing and prepare legal documents on an IBM-PC. My resume is enclosed.

I will be happy to come to Manchester for an interview at any mutually convenient time. If my qualifications are the ones you are looking for, please call me at (603) 555-4332.

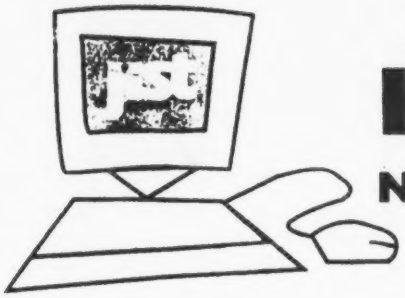
Sincerely,

Melody Moonbeam

Melody Moonbeam

Encl.

Figure 4–1. Melody Moonbeam's Direct Pattern Cover Letter



It's Electrifying!

New Online Resume Book Reveals All!

By Mary B. Nemnich and Fred E. Jandt, coauthors of the new JIST book **Cyberspace Resume Kit** and coauthors of **Using the Internet and the World Wide Web in Your Job Search.**

ONLINE RESUME TIPS

- **Make your resume as text-intensive as possible to ensure the maximum number of key-word "hits" when employers do a search for candidates.**
- **To ensure a successful scan, stick to simple fonts—12-point Times, Helvetica, or Bookman. Do not use boldface, italic, graphics, or bullets.**
- **Use plain, white paper, original and first generation copies only.**

These are just a few of many tips you'll find in our new book **Cyberspace Resume Kit** (JIST, ©1999). In addition, the book contains sections on resumes for college students, federal employees, and transitioning military personnel, and we provide a comprehensive review of 80 sites for posting your electronic resume. There are also samples of actual resumes and interviews with experts in online recruitment to help you succeed in the exciting world of electronic job search.

When was the last time you wrote a resume? If it's been a while, you may not be aware of the revolution in resume writing that has taken place since the advent of the Internet and World Wide Web. In the current job market, employers are increasingly turning to the Internet to find candidates. To simplify the process of getting applicants online, many of those same employers are looking for a new type of resume from job seekers: the electronic resume. Electronic resumes are resumes that can be read by a computer. The rules for preparing an electronic resume differ in significant ways from the traditional, or paper resume.

E-mail is one of the most common means of submitting a resume electronically. If a company requests a resume by E-mail, the resume you send must be written in ASCII (American Standard Code for Information Interchange), a text-only format that is recognizable by a computer. ASCII resumes contain no special formatting like boldface, italic, special fonts, or graphics. E-mail resumes can be read only one screen at a time, with limited space on each screen. TIPS: Put your main selling points at the top of the resume in an attention-grabbing summary section. Follow this with a traditional resume format. Use simple fonts and make your resume left-justified.

The HTML resume permits you to use graphics, colors, photos, and even animation and sound in your document. (HTML stands for Hypertext Mark Up Language—the language that allows creation of World Wide Web documents). HTML resumes are jazzy and interesting and generally longer than any other type of resume. They also can contain links to other areas of interest. TIPS: Keep links to a minimum. Avoid putting photos of yourself or family members on your resume. Keep it simple, with a plain background and limited graphics.

Another type of electronic resume is the scannable resume. Many companies now utilize resume scanners to manage their resume pool. Simply put, scanners take an image of your paper resume and convert it into language that can be stored on a computer. When a job opening occurs, the computer can "read" the collection of resumes, using a process called OCR (Optical Character Recognition). OCRs have an artificial intelligence feature that can recognize millions of keywords. The OCR looks for certain keywords on the resumes in the database and selects those that most closely match the employer's criteria.

THE JOB INTERVIEW

Congratulations! You have made it through all the obstacles by following the "***map of your job campaign***" and you are almost at the end of your search.

The job interview is the next path to take on your search for the hidden ***treasure***. Just what is an interview and what should you expect? The following clues will help you to make the right choices in your search.

THE INTERVIEW

Just hearing those two words makes most people a little worried. The palms get sweaty, the hands start shaking, the mouth gets dry. These are normal reactions to the ***hidden pitfalls*** of the job campaign. No one gets a job by just doing the paperwork--an employer wants to see what he is getting. You can look great on paper, but if you do not succeed in the interview, you will not get the job.

An interview could mean many different things to many different employers. For example, it could be a five-minute chat with a supervisor while he/she is stocking shelves or it could be a two-hour in-depth discussion with a panel of interviewers. Therefore, you must be prepared for ***anything***. Most importantly, remember that the interview is a two-way street. You can and should ask questions of the interviewer along with answering his/her questions.

An interviewee who communicates well and sells his/her special skills is a ***rare find***. Read on to find out how to become that ***rare find***.

INTERVIEW STRATEGIES

☛Get a good night's sleep before the interview.

☛Plan your interview outfit the night before. Check the outfit for wrinkles, stains, tears, etc. Use your iron if necessary. Things always look better when pressed.

☛Dress Conservatively. Dress for success manuals always stress that an interviewee should dress for a position one step higher than what he/she is applying for. **Ladies**: a suit is always appropriate. Slacks are never appropriate for a business interview. Plain colors in shades of gray, blue, ivory, and brown are top choices. **Men**: Reach for the top. Wear a suit for a professional level job. (Charcoal gray suit with a maroon color tie is top choice.) For other job levels, a shirt/tie sport coat combination may be appropriate. If you are applying to become an auto mechanic, you don't have to wear a tie, but nice trousers and a clean sport shirt will sell a neat, clean image to any employer! Remember, ***appropriate dress*** depends upon the position/field you are applying for.

☛Be well groomed. Employers check out items such as:

Hair–is it neat, clean, and well kept?

Makeup--a little goes a long way. Too much mascara can make you appear to be a frequent rest room visitor, for touch ups!

Nails–a meticulous employee has time to keep his/her nails in good condition. (Ladies: dark nail polish does not make a good impression in an interview--go with the lighter shades or clear.

Shoes--employers notice if shoes are polished and well taken care of. *HINT*: If you take care of the details in your grooming, you will probably take care of the details on the job.

☛Arrive about 10 minutes early for the interview and check in with the receptionist.

☛Have your resume with you even if you have already mailed one to the employer. The original resume might have been misplaced.

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Listed below are a few sample questions which interviewers frequently ask in interviews. Practice answering these questions out loud while looking at yourself in a mirror. You are your best critic.

- ❒ Last month, how many days of work or school did you miss?
- ❒ Tell me about yourself.
- ❒ Why do you want to work here?
- ❒ Where do you see yourself in five years?
- ❒ Why should I hire you?
- ❒ What are your strengths?
- ❒ What are your weaknesses?
- ❒ How do you spend your spare time?
- ❒ Why did you leave your last job?
- ❒ What do you know about our company?
- ❒ What was your favorite subject in school? Least favorite?
- ❒ How are you qualified for this job?
- ❒ How did you come to choose this field?
- ❒ What did you like most about your last job? Least?
- ❒ Do you have any questions for me? (***SURE YOU DO! Read on***)

☛Take a pen or pencil in order to record any information the prospective employer might give.

☛Know something about the company and be able to carry on an intelligent conversation with the interviewer. ***HINT***: If you do not know anything about the company, call the Chamber of Commerce.

☛Go to the interview alone. ***NEVER*** take your parents, friends, or children with you.

☛Be pleasant to the receptionist.

☛When you enter the interviewer's office, greet him/her with a smile and introduce yourself. If he/she offers a hand, be sure to shake hands firmly. ***WAIT*** until the interviewer asks you to be seated before you sit down.

☛Use good posture. Lean slightly forward toward the interviewer. This posture shows interest and enthusiasm.

☛Never chew gum, smoke, eat, or drink during an interview.

☛Avoid annoying mannerisms such as nail biting, playing with hair, etc.

☛Look the interviewer in the eye. Failure to do so might be taken as an unfriendly gesture or even an untrustworthy personality.

☛Have a positive, enthusiastic attitude.

☛Let the interviewer take the lead in the interview but please **offer** additional information when appropriate.

☛Thank the interviewer for the interview.

☛Ask appropriate questions for following up on the interview. For example: "When will you be contacting me?"

Now that you have a general idea of how to present yourself in an interview, let's look at some sample interview questions.

READ ON!

Yes, you have a right to ask questions in an interview. These questions might include:

- What are the job duties and responsibilities?
- What are the fringe benefits?
- Who would be my supervisor?
- Does the job require travel?
- What are the working hours? Any overtime?
- What are the chances for advancement on this particular job?
- When will I begin?
- What is the starting salary?
- Is it possible to transfer from one division to another?
- Could you give me a tour?
- What sort of person do you hope to hire for this job?
- What is a normal routine of this job?
- How would I be trained or introduced to the job?
- What is the rate of turnover in this work at your company?
- How does this work area fit into the company as a whole?

Many employers have established criteria for desirable candidates and perform some type of evaluation for each candidate interviewed. The following is a sample job interview evaluation form. It is used for the "mock interview" here at Charlotte Vo-Tech.

JOB INTERVIEW EVALUATION

		Poor	Avg.	Good	Exc.
I.	GIVES AND RECEIVES APPROPRIATE AND ACCURATE INFORMATION				
	A. Describes work skills				
	B. Uses appropriate terminology				
	C. Gives brief but complete answers				
	D. Conveys interest and enthusiasm				
	E. Asks relevant questions about the company and the position				
II.	HAS APPROPRIATE APPEARANCE/ MANNERISMS/ ATTITUDE				
	A. Is neat, clean, well groomed				
	B. Wears appropriate attire				
	C. Maintains good eye contact				
	D. Displays effective body language				
	E. Presents positive attitude				
	F. Refrains from exhibiting nervous or distracting mannerisms				
III.	HAS GOOD VERBAL SKILLS				
	A. Introduces self correctly				
	B. Has good voice volume				
	C. Has clear enunciation				
	D. Expresses ideas clearly enough to be understood				
IV.	ENTERS AND EXITS CORRECTLY				
	A. Walks in briskly				
	B. Waits to be asked before being seated				
	C. Gives firm handshake				
	D. Handles personal items properly				
	E. Handles resume properly				
	F. Takes "cue" to end interview				
	G. Thanks interviewer for interview				
	H. Asks appropriate questions for following up on job				
	I. Exits gracefully				

STUDENT NAME _____ DATE _____

Comments:

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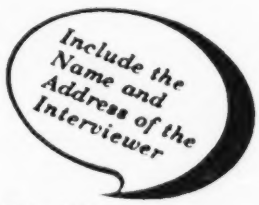
FOLLOW-UP LETTER

The final stage of the interview process is the ***FOLLOW-UP LETTER.***

When top-level executives were surveyed, it was discovered that only one percent (1%) of prospective employees remembered to send a follow-up or thank-you letter. Interviewers say that the thank-you letter is a definite plus! ***BE IN THE 1% CLUB--SEND THAT THANK YOU!***

The letter can be quite short and to the point. Send it on your own stationery, either typed or handwritten, immediately after the interview.

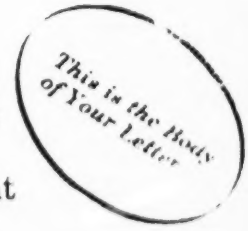
SAMPLE FOLLOW-UP LETTER



619 Appleyard Way
Pensacola, Florida 32503
May 10, 1993

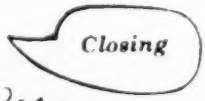
Mr. Andrew Smith
Engle's Roofing Company
1800 Papafox Street
Pensacola, Florida 32502

Dear Mr. Smith: *The Salutation Serves as a Greeting to the Person You are Writing to*



Thank you for taking time to talk with me on Friday. The clerk-typist position that we discussed interested me greatly. I believe I have the qualifications to do the job well and hope that you will consider me for the position.

I look forward to hearing from you. Thank you again for your time and consideration.

Sincerely, 

Penny Page

Penny Page

LETTER TO A LOSER

Dear Loser:

This morning you asked me for a job. I do not think you were happy with my answer, but you did not look too surprised. This was not the first time, was it?

Perhaps you think I turned you down because you are a recent graduate. You are dead wrong. I hired a recent graduate today, and you saw her--what was so great about her? She tried harder. She wanted that job badly enough to try to impress me. That is why she got the job.

You see, people who hire other people are "squares." We have ancient ideas about lots of things. But we are the ones who sign the checks. If you really want one of those checks, you'd better get on the ball. You get a job today the same way you always did--size up the situation, see what the employer wants, polish your shoes, wear a clean outfit, and try to seem eager to please. Appearance and personality still count. Some things stay old fashioned.

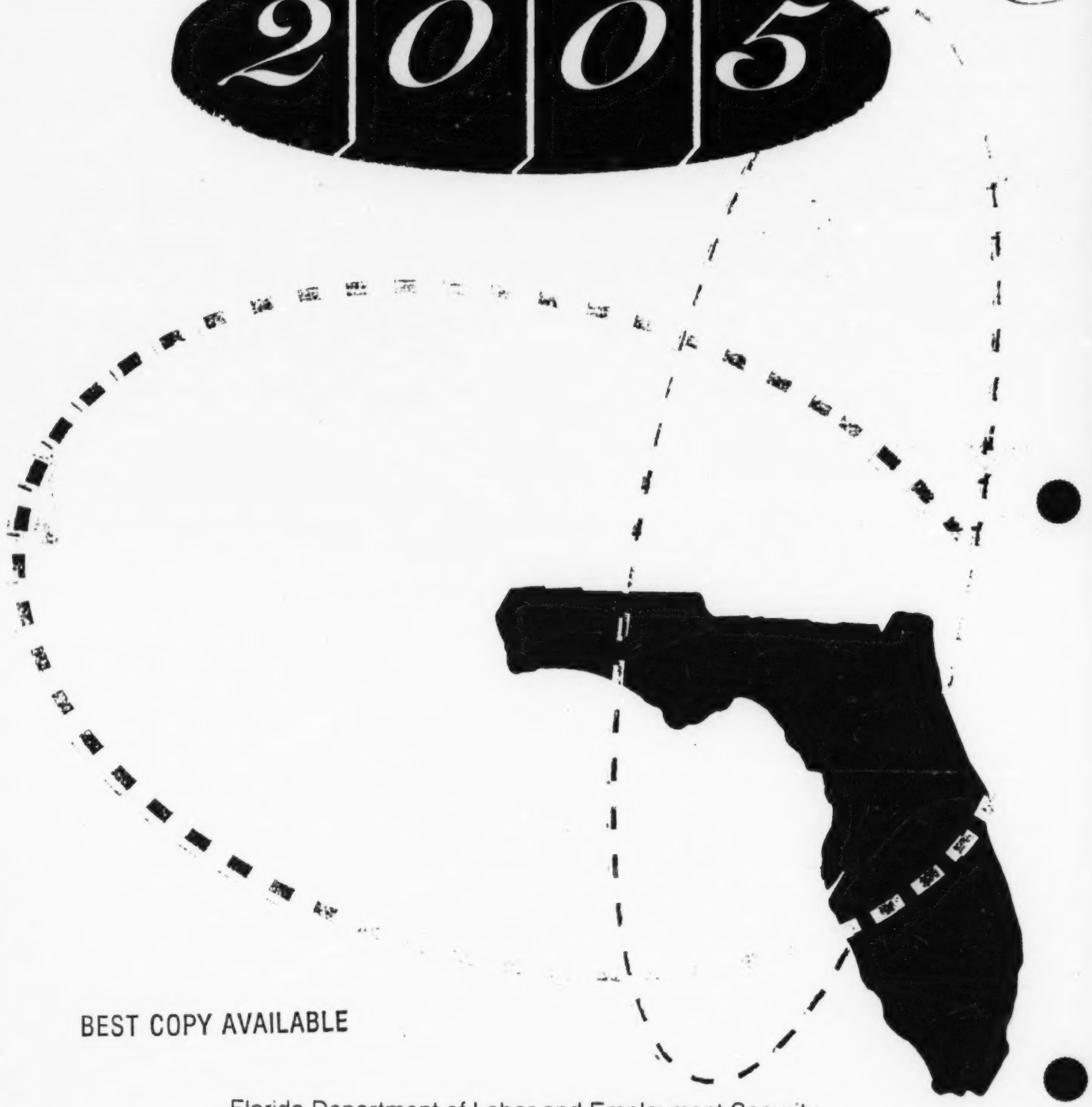
The next time you enter an employer's office, remember this: ***He is interested in his own problems, not yours.*** If he hires you, he will expect to pay you for the service you give--he is not giving you charity. He wants someone who can and will do the job and do it well, as though it really mattered. Losers are a dime a dozen. Employers have to look for a worker who can convince them that he will go the extra mile if necessary to give them the kind of help they want. It figures; a smart and willing employee is money in the boss's pocket.

So get with it! With the right appearance and attitude, next time you will be a winner.

Sincerely,

The Employer

Florida's Workforce 2005



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Florida Department of Labor and Employment Security
Division of Jobs and Benefits
Bureau of Labor Market and Performance Information
Workforce Development Information Coordinating Committee

Overview

This report presents an analysis of projected changes in population, labor force, and employment by industry and occupation for Florida between 1995 and 2005.

Florida continues to be one of the fastest-growing states in the nation. The state's population is projected to reach 16.8 million by the year 2005. Despite a relatively high growth rate in the 1980s, Florida's population growth rate is expected to slow over the 1995 to 2005 period. This slowdown in the growth rate is mainly due to fewer people migrating to Florida combined with a relatively low overall birth rate and relatively high mortality rate.

As Florida's population continues to increase, its structure will shift toward fewer children and youth with a growing proportion of middle-aged and older persons. Florida's population distribution by gender will remain relatively constant.

Florida's labor force will continue to grow at a rate approximately twice that of the national average and is expected to reach approximately 8.6 million by the year 2005. However, its growth rate between the years 1995 and 2005 is expected to be slower than that of the previous two decades—1975 to 1995. The slower growth rate is expected since large segments of the female and minority population have already joined the labor force.

Florida's labor force participation rate is expected to rise to 65.6 percent by 2005, up from 62.0 percent in 1995. Increased participation is due to improved job opportunities available to both women and ethnic minorities. In addition, Florida's recently enacted welfare-to-work law is expected to provide additional incentives for individuals to enter the labor force.

The state's employment is projected to grow nearly twice as fast as that of the nation, increasing to over 8 million jobs by the year 2005. The primary growth in employment is expected to be in the service-producing industries (including self-employed), accounting for more than 9 of every 10 jobs created in Florida between 1995 and 2005. Employment in the service-producing sector will be led by the trade and services industries, which will represent 76.5 percent of growth in service-producing employment. The expected rise in the demand for services, and consequently for service-producing employment, is due mainly to an increase in the number of two-income families with more disposable income to spend.

Real personal income has grown an average of 2.6 percent annually for the 1990-1995 period. It is projected to increase to an annual average of 4.2 percent over the 1995-2005 period. Real per capita income, a measure of the average standard of living, is also expected to increase by an average of 2.0 percent annually over the forecast horizon, 1995 through 2005. These expected increases coupled with Florida's increased population base will drive up the demand for goods and services. Ultimately, these economic factors will result in increased demand for labor particularly in the service-producing and the housing construction industries.

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Description of Treatment Programs

ADDICTION RECOVERY CENTER
3949 Evans Avenue, Suite 203
Fort Myers, FL 33901
Susan H. Maurer (813) 936-3803

*Intensive outpatient treatment program for addictive disorders.

CHARTER GLADE HOSPITAL
3550 Colonial Blvd.
Fort Myers, FL 33906
(813) 939-0403 or 1-800-274-1230

*Psychiatric hospital that uses multi-disciplinary approach in treatment of chemical dependency.

THE CLOISTERS at Pine Island
Waterfront Drive
Pine Island, FL 33945-1616
(813) 283-1019

*In-patient residential alcohol and drug treatment for the chemically dependent and their families.

LEE MENTAL HEALTH CENTER, INC.
2789 Ortiz Avenue, S.E.
Fort Myers, FL 33906
Richard Sapp, Coordinator
(813) 275-3222

*Provide drug treatment, educational and prevention services; adult residential and out-patient services available.

OUTREACH, INC.
1407 Pine Island Road
Cape Coral, FL 33909
Rachel Smith, Program director
(813) 574-4357

*Provide intensive, long-term chemical dependency rehabilitation for persons up to age 21. Treatment averages 12-14 months.

RECOVERY CENTER
Medical Center Hospital
733 East Olympia Avenue
Punta Gorda, FL 33950
Collen Stoll
(813) 656-1000 or 1-800-722-5563

*In-patient and out-patient treatment for alcoholism and other drug dependencies.

THE WILLOUGH at Naples
9001 Tamiami Trail East
Naples, FL 33962
Diann Wiehs 1-800-282-3508

*Treatment of addictive disorders, including alcohol, cocaine, and marijuana

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For More Information About the Drug Free Campus Program at Edison Community College, Contact:
Michele Yovanovich - District Director of Student Development 813-489-9131
Jackie House - District Director of Human Resources 813-489-9293
Lee County Campus - Counseling, Sabal Hall, first floor 813-489-9230
Charlotte County Campus, Punta Gorda, 813-639-8322
Collier County Campus, Naples, 813-732-3700

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EDISON

SOUTHWEST FLORIDA'S COMMUNITY COLLEGE

Drug Free Campus Program

Standards of Conduct (Student Code of Conduct, Florida Statute 316)

ILLICIT DRUGS:

Local, state and federal law prohibit the possession, use and distribution of illicit drugs (including cocaine, heroin, LSD, marijuana, stimulants and depressants). The use, possession or distribution of any narcotic or illicit drug, except as expressly permitted by law, on College property or at College-approved functions, is strictly prohibited.

ALCOHOL:

The use, possession or distribution of alcoholic beverages or public intoxication on College property or at College-approved functions is strictly prohibited. In addition, state law prohibits use of alcohol by underage persons, distribution of alcohol to underage persons, sale of alcohol without a license and driving under the influence of alcohol.

Sanctions (Student Disciplinary Procedure, Florida Statutes 316.193 and 775.082)

COLLEGE SANCTIONS:

Edison Community College will impose disciplinary sanctions for violations of any act of misconduct. Those sanctions may include WARNING (a written notice); LOSS OF PRIVILEGES (denial of specific privileges); DISCIPLINARY PROBATION (infers that continued enrollment depends upon the maintenance of satisfactory behavior); SUSPENSION (mandatory separation from the College for a specific period of time); EXPULSION (permanent separation from the College;) other action as judged appropriate by the Vice President for Student Services or Provosts. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

STATE SANCTIONS:

State sanctions for violation of drug laws include fines of thousands of dollars or more, imprisonment for up to 30 years or more, and other restrictions of civil liberties. State sanctions for violation of alcohol laws include revocation of driving privileges, and fines of $250 and six months in prison ranging to fines of $5,000 and up to twelve months in prison.

Health Risks

Drugs	Possible Effects	Health Risks
NARCOTICS Heroin (H, Smack, Junk) Morphine (M, Dreamer) Codeine Opium	Euphoria, drowsiness, pain killer, lethargy, loss of judgment.	Respiratory and circulatory depression, malnutrition, infection and hepatitis. Overdose can cause seizures, coma or death.
DEPRESSANTS Alcohol (Beer, Wine, Liquor, some Medications for Coughs, Colds and Congestion)	Muscle relaxation, intoxication, impaired motor control, impaired memory and judgment.	Dehydration, hangover, long-term liver, heart and brain damage. Overdose or mixing with other depressants can cause respiratory failure or death.
Tranquilizers (Valium, Librium)	Relief of tension and anxiety, drowsiness.	Hangover, increase or decrease of other drugs. Mixing with alcohol or other depressants can be fatal.
Barbiturates (Barbs, Downers, Blues, Quads)	Euphoria, relief of anxiety, loss of inhibition, muscle relaxation. Loss of motor.	Lethargy, hangover, blurred vision, nausea, depression, seizures. Mixing with alcohol or other depressants can be fatal.
CANNABIS Marijuana (Grass, Pot, Weed) Hashing (Hash)	Relaxation, altered sense of hearing, time and vision, euphoria, increased heart rate and appetite, dilated pupils, memory impairment.	Impaired driving ability. Possible lung damage. Reduced sperm count and motility. Damage from impure doses.
STIMULANTS Amphetamines (Speed, Uppers, Bennies)	Euphoria, increased alertness, talkativeness, stimulates heart, increases adrenaline, insomnia restlessness.	Nervousness, paranoia, hallucinations, tremors, dizziness, decreased abilities, seizures. Death from overdose.
Cocaine (Crack, Snow, Rock, Coke)	Brief euphoria, increased energy and sense of power, restlessness.	Tremors, nasal bleeding, inflammation perforation. Toxic psychosis seizures and death are possible.
HALLUCINOGENS/PSYCHEDELICS LSD, (Acid) DMT, STP PCP (Angeldust)	Hallucinations, altered sense of time, space and visual perception. Nausea, disorientation, panic.	Depression, paranoia, physical exhaustion after use, psychosis ("freaking out"), exaggerated body distortion, fears of death, flashbacks, adverse drug reactions.
DELIRIANTS Inhalants Amyl Nitrate (Poppers) Nitrous Oxide Glue and Paint	Lowered blood pressure, relaxation of sphincter muscles, feeling of heightened sexual arousal.	Nitrates: headache, dizziness, accelerated heart rate, nausea, nasal irritation, cough. Solvents: bone marrow, liver, kidney, heart and central nervous system impairments.

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EDISON COMMUNITY COLLEGE

WELLNESS ACTIVITIES PROGRAM

In an effort to better serve our student population, the Student Development Office will soon be offering wellness sporting events and additional special events. This survey is designed to give students the opportunity to determine the events for which they would be most interested in participating. Please take a few moments to complete this short survey and return it to the information desk by July 21, 1997. Thank you for your time and your valuable input.

GENDER: Male ___ Female___

AGE: Under 20__ , 20-29__, 30-39__, 40-50__, 50+__

1) What Wellness Programs would you like to see developed over the course of the next two years? Please mark your top preferences one through five, with one being the highest.

Basketball ____	Softball____	Flag football____
Soccer____	Indoor Volleyball____	Golf____
Ultimate Frisbee____	Tennis____	Arena football___
3 on 3 basketball___	2 on 2 volleyball___	Aerobics____
Cardiovascular training____	Self-defense___	

Others _____

2) On what types of teams would you participate? (You may choose more than one)

Men____ Women____ Co-ed____

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3) Who would you like to see participate in the Wellness Program? (Check all that apply)

ECC students____ ECC faculty____ ECC staff___

FGCU students___ FGCU faculty___ FGCU staff___

4) What days and times would you prefer activities to be offered? Please use the following key AM= mornings, EPM= early afternoon, EVE= evening, LPM= night, utilize all that apply.

MON ____ TUE____ WED___ THUR____ FRI____

5) What other recreational programs and activities would you like to see offered or developed?

Children Programs contact the NAFC office at:

660 9th St. N.
Suite 35 D
Naples, Fl 34102
(941) 649 - 5260
Fax: (941) 263-8803
E-mail: nafc @ naplesfla.com
Internet:http://www.naplesfla.com/nafc

CONTACT YOUR LOCAL INTERAGENCY COUNCILS

CONTACT YOUR LOCAL MENTAL HEALTH ASSOCIATION

CONTACT YOUR LOCAL UNITED WAY OFFICE

CONTACT YOUR LOCAL CHAMBER OF COMMERCE

CONTACT YOUR LOCAL HUMAN RESOURCES ASSOCIATION

CONTACT YOUR LOCAL PARTNERS IN EDUCATION

CONTACT YOUR LOCAL ECONOMIC DEVELOPMENT COUNCIL

CONTACT YOUR LOCAL DENTAL ASSOCIATION

CONTACT YOUR LOCAL MEDICAL MANAGERS ASSOCIATION

CONTACT YOUR LOCAL COUNTY HEALTH DEPARTMENT

CONTACT YOUR LOCAL DIAL-A-NURSE

SUBSCRIBE TO FLORIDA TREND MAGAZINE (includes the only statewide book of lists ie., banks & thrifts; SBA lenders; commercial real estate companies; office & industrial parks; construction firms; top 250 public companies; top 200 private companies; hotels & resorts; meeting & convention facilities; airports & seaports; professional employer organizations; public universities; daily newspapers; advertising agencies; public relations firms; PPOs & HMOs; for-profit & non-for-profit hospitals; accounting firms; architectural firms; law firms; engineering firms; business & professional associations; electric & gas utilities; woman-owned businesses; minority- owned businesses and much more).

To Subscribe for a free issue :
Tel: (727) 821-5800
Fax: (727) 822-5083

CONTACT YOUR LOCAL WORK FORCE DEVELOPMENT COUNCIL

CONTACT YOUR LOCAL JTPA (JOB TRAINING PARTNERSHIP ACT) OFFICE

COMMUNITY INVOLVEMENT RESOURCES FOR VOCATIONAL/TECHNICAL SCHOOLS

COUNSELING FOR FUTURE EDUCATION HANDBOOK
(Florida Department of Education Tallahassee, Florida.
Intended for use in advising students about admission to Florida's postsecondary institutions for the 1999 - 2000 academic year)

FLORIDA HEALTH CAREERS
Internet address http: // www. medinfo. ufl. edu/other/fhc

Additional copies $10.00 each which includes shipping & handling:
Gulfcoast South AHEC
2650 Bahia Vista St., Ste. 108
Sarasota, Fl. 34239
(941) 361-6602
Fax: (941) 361-6612

(Features areas of specialization; work environment; job outlook; advancement opportunities; training requirements; licensure/certification; salary; educational programs; professional associations and more)

THE CHILDCARE DIRECTORY OF COLLIER COUNTY
(Includes information on early childhood education programs; afterschool programs; family support services & agencies)

For information on this directory or Naples Alliance for Children Programs contact the NAFC office at:

660 9th St. N.
Suite 35 D
Naples, Fl 34102
(941) 649 - 5260

Fax: (941) 263-8803
E-mail: nafc @ naplesfla.com
Internet:http://www.naplesfla.com/nafc

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CONTACT YOUR LOCAL MENTAL HEALTH ASSOCIATION

CONTACT YOUR LOCAL UNITED WAY OFFICE

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facilities; airports & seaports; professional employer organizations; public universities; daily newspapers; advertising agencies; public relations firms; PPOs & HMOs; for-profit & non-for-profit hospitals; accounting firms; architectural firms; law firms; engineering firms; business & professional associations; electric & gas utilities; woman-owned businesses; minority- owned businesses and much more).

To Subscribe for a free issue :
Tel: (727) 821-5800
Fax: (727) 822-5083

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HIGH TECH CENTRAL

BLOOD DRIVE

MONDAY, DECEMBER 14, 1999
7:30 AM - 3:00 PM

GIVE THE GIFT OF LIFE FOR CHRISTMAS THIS YEAR!!

SEE: RUTH MACPEEK

MINI PHYSICAL & CHOLESTEROL SCREENING FOR ALL DONORS

WinFax PRO Cover Page

SEASONS

GREETINGS!!

Next Interagency Meeting-Annual Christmas Luncheon
Hosted by Moorings Park
When: Tuesday, December 8
Where: Mooring Park
120 Moorings Park Drive
Time: 12 noon
RSVP: 263-3011 Theresa or Joanne at Accu-Care Nursing by December 4

Reminder: Bring non-perishable food items to the Dec meeting. These will be given to needy families for Christmas.

For the Christmas luncheon, bring along a gift for the gift exchange and place a card in our Santa basket to receive a gift back.

At-Home Medical Claims, Phone 941-353-7978, Fax: 1-941-353-7926

To: Sally Holland	Fax Number: +1 (941) 643-7462	
From: Sharon Schindell	Pages: 1	Date: 11/28/98

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Comprehensive Student Development Curriculum Authors in Alphabetical Order

Bedrava, James
Chipman, Vicki
Cole, Ann
Crawford, Russ
David, Karen
Dratler, Cheryl Lynn
Fischer, Mary
Flores, Yolanda
Ford, Christine
Foster, Janice
Fry, Dr. Scott
Gorton, Carolyn
Guth, Dr. Lorraine
Hollis, Richard
Iacovone, Nancy
Isaacs, Dr. Madelyn
Lazarus, Brenda
Lettiere, Anthony
Lowell, Mary
Marsh, Debbie
O' Hare, Dr. Lee
Owen, Jessica
Pause, Jack
Potts, Susan
Robson, Donna
Rose, Susan
Shoemaker, Susan
Smith, Christopher B.
Thiewes, Lynn
Zebley, Sharon